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ABSTRACT

Designed as an integral part of a one-semester course in small business ownership and management for high school students, this first of two simulation games is intended to be introduced after the students have received a general introduction to the principles of small business ownership and management. The game is divided into two segments--Starting a Business and Running a Business. The first section emphasizes choosing a location; the second segment emphasizes recordkeeping and the effect of pricing. Each segment is intended to take four consecutive class periods to play with a break of up to two weeks between the segments. In the game the students start and run simulated businesses with the objectives of applying the principles they have learned in class and of developing decisionmaking skills. Included in the manual are teaching-learning objectives, the teacher's guide to daily lessons (complete instructions for preparation, materials, classroom setup, student activity, discussion, evaluation, etc.), and the complete game materials. (The teacher's manual for the course of which the game is a part is bound separately.) (TA)

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MINDING YOUR OWN SMALL BUSINESS

Small Business Simulation Game 1

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COPIES OR FACSIMILES OF GAME MATERIALS

Starting a Business

- Business Profile: Convenience Food Store
- Business Profile: Hardware Store
- Business Profile: Pharmacy
- List of Business Sites for Rent
- Map of Brentwood
- Instructions for Information-Gathering
- Information-Gathering Checklist
- Sources of Information, Sheets and Maps
  - Chamber of Commerce Maps: Average Age and Family Status, Average Income, Bus Routes, Crime Rate
  - Real Estate Agent
  - Drive Past Location Maps
  - Personal Inspection of Building
  - Walking Tour of Neighborhood
  - City Planning Office
  - Visit with Former Tenant
  - Visit with Neighbors
  - Repeated Visits to Locations
- Chance Cards
- Scoresheet
- Administrator's Tally Sheet
- Cost Cards

Running a Business

- Business Profile: Convenience Food Store
- Business Profile: Hardware Store
- Business Profile: Pharmacy
- Weekly Sales Record
- Monthly Profit and Loss Statement
- Directions for Using the Sales Charts
- Sales Charts
- Multiplication Tables
- Final Score Sheet

SMALL BUSINESS SIMULATION GAME 1: DESCRIPTION OF THE GAME

1.0 Overview

Small Business Simulation Game 1 (SBSG 1) is a simulation game designed for use in a high school classroom as an integral part of the small business ownership and management curriculum, entitled Minding Your Own Small Business. The game is intended to be introduced after the students have received a general introduction to the principles of small business ownership and management.

The game is divided into two segments--Starting a Business and Running a Business. The Starting segment emphasizes choosing a location; the Running segment, recordkeeping and effect of pricing. Each segment takes four class periods to play and should be played on four consecutive class days, with a break of up to two weeks between the segments.

One purpose of the game is to assist the students in synthesizing the principles of small business ownership and management they have learned in class. It provides them with an opportunity to apply the principles in a simulated setting, thereby reinforcing and expanding their understanding of small business. In the game the students start and run simulated businesses and are able to apply the principles they have learned and experience the results of their actions in a non-threatening setting. The game provides a setting more realistic than case studies without placing the students in the position of actually owning and managing small businesses.

A second purpose of the game is to assist the students in developing decision-making skills by providing an opportunity for them to discover and use a strategy for decision-making. The game provides a series of decisions to be made and a chance to try various strategies in making them.

2.0 Teaching-Learning Objectives

Starting segment

After playing the Starting segment, the student should achieve the following objective:

1. Given a business profile and a list of available sites, the student will select the most appropriate location for the business.

After playing the Starting segment, the student should be able to express the following concepts:

1. There are many factors to be considered in choosing a location for a business, some common to all businesses, some specific to particular businesses.
2. There are many sources of information to be consulted in choosing a location for a business. Among the sources are personal observation, real estate agents, former tenants, neighbors, and the Chamber of Commerce.
3. Choice of location has a significant effect on chances of business success.
4. Advertising can be used to improve chances of business success.

Running segment

After playing the Running segment, the student should achieve the following objective:

1. Given the necessary information, the student will determine the best prices (i.e., those which result in the highest gross margin) for three types of products.

After playing the Running segment, the student should be able to express the following concepts:

1. Pricing affects chances of business success.
2. The prices charged by a businessperson affect sales.
3. The most profitable price for an item is determined partly by volume of sales.
4. Profitability of an item can be measured by gross margin--gross sales minus cost of the item.
5. The most profitable markup for one item may be different from the most profitable markup for another.
6. Advertising can be used to improved chances of business success.
7. Records must be kept to know how profitable a business is.

After playing SBSG 1, students should be able to explain and use a decision-making strategy including the following elements:

1. Self-evaluation of requirements and resources.
2. Survey of available options.
3. Screening of options to determine suitability.
4. Selection of option meeting greatest number of requirements set during self-evaluation.

After playing SBSG 1, students should express the following attitudes:

1. Starting and running a small business require hard work and planning.
2. Luck is not an important factor in business success.

3.0 The Game Model

3.1 Theoretical Assumptions

The game model is based on the assumption that starting and running a small business involve a series of decisions. In starting a business, the decisions involve kind of business, timing, financing, legal organization, location, and initial set-up of the business. In SBSG 1, the players choose the kind of business they will start and they make some simple choices as to how much to spend on initial set-up. Their major decision is choosing the location for their business. It is assumed to be a good time to start a business, and the amount and kind of financing and type of legal organization are given. In running a business, the decisions involve record-keeping, purchasing/production, pricing, sales policies, advertising, expansion, and community participation. In SBSG 1, only record-keeping and the effect of pricing are emphasized.

Although many small businesspersons may not be aware that they are continually faced with a series of decisions, it is assumed that persons considering small business ownership and management should be made aware of the decisions they will face. It is also assumed that planning and a rational approach to starting and running a business increase chances of business success.

The entire game is constructed to emphasize and reward planning, analysis, and use of a decision-making strategy. These approaches to small business management are emphasized because individuals often overestimate the importance of luck in business success. The effect of advertising on chances of business success has also been emphasized because its importance is often underestimated.

The Starting segment of the game is based on information about choosing a location contained in the Small Business Administration's (SBA) publication Starting and Managing a Small Business of Your Own and the New York State Education Department's adult education curriculum Small Business Management, Part II. Specific location requirements for the three businesses represented in the game were taken from more specialized publications: for the pharmacy, from the SBA publication Starting and Managing a Small Retail Drugstore; for the hardware store, from the SBA publication Starting and Managing a Small Retail Hardware Store and from a publication of the Russell R. Mueller Retail Hardware Research Foundation, Opportunities for Careers in Hardware Stores and Home Centers; and for the convenience food store, from a Drake Publishers book, How to Start Your Own Small Business.

The Running segment of the game is based on the assumption that prices set by businesspeople have an influence on sales and gross margin and therefore on chances of business success.

3.2 The Scenario

Roles of the Players. Each player represents the co-owner and co-manager of a small retail business. Depending upon the size of the class, players are organized into partnerships of two or three members. Players may choose to start and run a pharmacy, a hardware store, or a convenience food store. Each set of partners receives a business profile telling what they will carry in their store, and what special requirements they have in a location. Partners are encouraged to work together in making their decisions, but they may divide the work of starting and running their business and the handling of game mechanics in any way they choose. The game requires one administrator, who will normally be the teacher of the class.

Goal of the Players. The goal of each set of partners is to make its business successful. Success in SBSG 1 is measured in terms of short-term profit and sales prospects; each partnership tries to maximize its profit and its sales prospects score. The sales prospects score is initially assigned on the basis of location selected in the Starting segment of the game. At the end of the Starting segment and throughout the Running segment, the score may be increased by spending money on advertising. There are two winners in the game: the business which makes the most money (has the highest total profit at the end of the game), and the business with the highest sales prospects score, from among those which have broken even or made a profit.

Resources of the Players. In SBSG 1 players have two resources--money and time. Each set of partners begins the game with $30,000 to invest in its business--$16,000 of their own money and a $14,000 bank loan. During the Starting segment of the game, money is spent on rent, renovations, insurance, advertising, fixtures, and initial inventory. During the Running segment, money is spent to replace inventory sold and to pay for advertising, rent, and other monthly costs. Additional money may be acquired during the Running segment as profit on items sold. Each set of partners begins the Starting segment of the game with 160 time units to use in gathering information needed to choose a location. The time units represent the real time a businessperson would use in the real world to gather information needed to choose a location. Each unit represents approximately 15 minutes; thus, the 160 time units represent a 40-hour week. The time units can be used only to gather information during the Starting segment and have no value later in the game.

Setting Simulated. The setting for the Starting segment of SBSG 1 is Brentwood, a neighborhood with its own business district. Within the Brentwood area are nine business sites for rent, from which the players must select a location for their businesses. During the Running segment, setting is not relevant to the play of the game, except for the fact that players begin the Running segment with a sales prospects score determined chiefly by the location they have selected.

The Starting segment of the game represents approximately five days, since each player has 40 hours--160 time units--to spend in gathering information about the locations for rent. The Running segment represents the first three months of operation of the businesses. Each "month" is made up of four rounds representing weeks.

Sequence of Events. The players begin the Starting segment of the game by receiving their Business Profiles, which outline for them the location requirements of their businesses. After receiving a list of business sites for rent, they use their time units to obtain information about the locations for rent. At the end of the information-gathering phase of the game, they use the information they have obtained to decide on a first, second, and third choice of location. The players then draw chance cards which determine whether they get their first, second, or third choice. At the end of the Starting segment, they pay the rent and other costs associated with the locations they have received, purchase initial inventory, decide how much to spend on advertising, and receive a Sales Prospects Score based on location and amount spent on advertising.

The players begin the Running segment of the game with the amount of money and the Sales Prospects Score with which they ended the Starting segment. During each week (round) of the Running segment, they: (1) determine selling prices for the three types of merchandise in their inventory, (2) are told how much they were able to sell at those prices, and (3) determine their gross margin for the week. At the end of four "weeks", they subtract monthly expenses from the month's total gross margin to determine the month's profit. At this time, they can also spend money on advertising, thereby adding points to their Sales Prospects Score. At the end of three months, the businesses are evaluated and compared.

External Factors. Included in the Starting segment of the game is the possibility that a businessperson may not be able to rent her or his first choice of location--either because the landlord decides not to rent it to her or him or because someone else rents it first. This possibility is represented by a deck of chance cards from which players draw at the end of the information-gathering period. There are ten cards in the deck, eight of which tell the player s/he is able to rent the location s/he has chosen, and two of which tell her or him the location has already been rented. Thus, each player has a 1 in 5 chance of not being able to rent the location s/he has selected. Players have a much greater than even chance of being able to rent the location they have chosen because the game is intended to score players on the basis of their choice of locations. The possibility of not getting the location selected was introduced to force the players to make a first, second, and third choice, and to reflect the real-world fact that knowing the best location for a business does not insure getting it.

The Running segment of the game includes chance business fluctuations. These fluctuations are represented by numbers which the administrator adds to or subtracts from the amount of each item sold by a business at a given price. While the amount of an item sold at a given price and Sales Prospects level remains the same throughout the game, the number the administrator adds or subtracts changes slightly each round.

3.3 The Game Materials*

Starting segment:

1. Business Profiles (one for each partnership). The business profiles introduce the players to their roles and give them information needed to choose a location for their business. The profile for each business includes location criteria specific to that business; general criteria of a good location are not included.

2. Outline Map of Brentwood (one for each partnership). This map represents a city street map including only street names and block numbers.

3. List of Business Sites for Rent (one for each partnership). The nine business sites for rent in Brentwood are listed on this sheet, with the information that would be found in a classified newspaper advertisement.

4. Instructions for Information Gathering (one for each partnership). These instructions give the players a list of the sources of information, how many time units they require, and what sort of information they provide.

*NOTE: Facsimiles of the game materials are included in the Appendix.

5. Information-Gathering Checklist (one for each partnership). The checklist provides a place for players to take notes and to keep track of how many time units they have used and what they have used them for.

6. Real Estate Agent Information Slips (9 different slips--a copy of each for each partnership). The Real Estate Agent Information Slips contain the information about each location that a player could get by calling the real estate agent to inquire about the newspaper ad.

7. Chamber of Commerce Maps (4 different maps--a copy of each for each partnership). There are four Chamber of Commerce maps of Brentwood--Crime Rate, Average Income, Age and Family Status, and Bus Routes. These maps represent information available from the local Chamber of Commerce.

8. Drive Past Location Maps (9 different maps--one copy of each for each partnership). These maps present the information a player could get by driving past a location.

9. Information Sheets (54 different sheets--one copy of each). Each Information Sheet contains all of the information a player would receive from one source about one location. There are six sources: Personal Inspection of Building, Walking Tour of Neighborhood, City Planning Office, Visit with Former Tenant, Visits with Neighbors, and Repeated Visits to Location. Each Information Sheet is labeled with Location #, Source of Information, and Time Units required.

10. Chance Cards (10 cards). The Chance Cards are used at the end of the information-gathering period to determine whether a player will receive his/her first, second, or third choice of location. They represent the real-world possibility of not being able to rent a preferred location.

11. Cost Cards (27 different cards--one for each type of business in each location). These cards inform players of the location score, rent, special renovation costs, and cost of insurance for the location they have rented.

12. Scoresheet (one for each partnership). This sheet is used to figure Cash on Hand and Sales Prospects Score.

13. Administrator's Tally Sheet (one for each partnership). On this sheet the administrator keeps track of how many time units the players have used, what sources of information they have consulted, if a player needs to return an information sheet before taking another one, and what locations are finally selected. This information is useful both during the game, for administrative purposes, and during the post-game discussion, for evaluation purposes.

Running segment:

1. Business Profiles (one for each partnership). The Business Profiles for the Running segment of the game inform the players of the inventory they will stock and explain in general terms the procedure they will follow in determining prices.

2. Weekly Sales Record (4 copies for each partnership). The Weekly Sales Record is used by the players to record selling prices and sales and to determine gross margins. Each copy of the Weekly Sales Record provides space for four weeks.

3. Monthly Profit and Loss Statement (3 copies for each partnership). The Monthly Profit and Loss Statement is used by the players to compute Net Profit or Loss, New Cash on Hand, and New Sales Prospects Score.

4. Sales Charts (9 different charts, one copy of each). The Sales Charts are used by the Administrator to inform the players how much of a given item they have sold at a given price.

5. Multiplication Tables (3 different tables, one copy of each for each partnership). The Multiplication Tables are used by the players to compute Gross Sales on the Weekly Sales Record.

6. Final Score Sheet (one copy for each partnership). The Final Score Sheet is used by the players to figure Total Net Profit or Loss and Final Sales Prospects Score.

Materials to be Provided by Teacher:

1. A large (9" x 12") manila envelope for each partnership.
2. Scratch paper.
3. Pencils--one for each player.
4. Three colored pencils--each a different color.

3.4 Scoring the Game and Determining the Winners

At the end of the Starting segment of the game, players receive a Sales Prospects Score based on the location they have selected and the amount they have spent on advertising. They also subtract their initial expenditures from their total starting cash to find Cash on Hand. At this point in the game, no winner is declared, since the players will continue into the Running segment of the game with their Sales Prospects Score and Cash on Hand.

At the end of the third "month" of the Running segment of the game, players add up their final Sales Prospects Score and find their total profit. There are two winners in the game. The first is the business that ends the game with the highest profit. The second is the business that ends the game with the highest Sales Prospects Score, provided that the business has broken even or made a profit. It is possible for one business to have both the highest profit and the highest Sales Prospects Score; in this case, there would be only one winner.

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4.0 Evaluating the Players' Performance in the Game

The players' performance in the game should not be evaluated solely on the basis of Sales Prospects Score or money made. Although these measures are used to determine the winners of the game, small differences between businesses in amount of money made or number of Sales Prospects points earned are not important. Only two businesses will be declared "winners" each time the game is played, but many more of the players may follow a wise strategy, make correct decisions, and achieve the educational objectives of the game.

The Administrator's Tally Sheet provides a useful tool for evaluating the players' performance in the Starting segment of the game. On this sheet are recorded all the sources a partnership consults in deciding on a location. The ideal strategy to follow in information-gathering is one of initial breadth followed by depth in selected areas. The players have enough time units to obtain all available information about three locations, plus the Real Estate Agent and Drive Past Location information for all nine locations, a Walking Tour of Neighborhood or Personal Inspection of Building for one additional location, and the Chamber of Commerce maps. In practice, there are many different ways players can use their time units. In any case, the most successful and efficient strategy is likely to involve getting a little information about all of the locations and a lot of information about a few of them. At the end of the Starting segment, the administrator will be able to tell if such a strategy has been followed by checking the Tally Sheet to see which sources of information have been used.

A second indicator of the quality of a player's performance is the locations selected by the player and the order in which they are ranked. If a player has followed the correct strategy in information-gathering and has used the criteria given in his or her Business Profile as a guide, s/he should be able to make the correct first choice of location for his/her business. His/Her second and third choices should generally also be correct, although the order may not be. In some cases, s/he may include a location among his/her three choices that is not among the recommended three. If the one s/he includes incorrectly is ranked fourth, it may not be a serious error; if it is ranked below that, it indicates that s/he has either misinterpreted or not followed the criteria given or that s/he has made his/her decision on the basis of insufficient information.

The players' performance in the Running segment of the game can be evaluated on the basis of whether or not they have arrived at the most profitable selling price for each item and at what point in the game they were able to do so. This information can be obtained from the Weekly Sales Records. A variation of $.50 on either side of the most profitable selling price is not significant, since it may be accounted for by the weekly fluctuations in sales and changes in the players' Sales Prospects. The Weekly Sales Records will also indicate to some extent the strategy followed in determining the most profitable price.

SMALL BUSINESS SIMULATION GAME 1: GUIDE TO DAILY LESSONS

Planning Ahead: Preparations Required for Module 1.5

Allocating Time

Module 1.5, consisting of the Starting segment of SBSG 1, will last four class periods. However, your preparations for the game should begin long before this point in the course.

At the beginning of the course: Before beginning the course, you should have read the DESCRIPTION OF THE GAME section of the TEACHER'S MANUAL to familiarize yourself in a general way with the game.

Two weeks before Module 1.5: Begin preparing yourself to administer the game. If there are more than 18 students in the class, you will need to recruit and train a second administrator; if there are more than 36 students, you will need a third one.

One week before Module 1.5: Begin preparing the playing materials and the players for the game. Determine number, type, and size of businesses to be used in the game. Put yourself and any additional administrator(s) through a dry run of the game.

Preparing Yourself

Your preparations to administer the game should begin two weeks before Module 1.5. At this time, you should carefully read the entire TEACHER'S MANUAL and examine all of the playing materials to become familiar with them and to make sure that you have a complete set. If you need additional administrators, this is the time to recruit them and begin training them. These additional administrators are not assistants to you; they will each be in charge of a separate game group, and they will need to be as familiar with the game materials and procedures as you are. Each of them will need a copy of the TEACHER'S MANUAL.

About a week before the first day of game play, put yourself and any additional administrator(s) through a "dry run" of the game. Practice setting out the playing materials to find the arrangement that is most convenient for you. Read aloud the script provided for introducing the game to the players and practice all of the administrative procedures described to make certain you understand them. Try filling out the players' Scoresheet yourself; doing this will make it easier for you to explain it to the players.

Make sure you understand how the game is scored; in particular, study the location rankings for each business. If you are familiar with the rankings and the reasons behind them, it will be much easier to conduct the post-game discussion and to evaluate players' performance in the game.

Determining Number, Type, and Size of Businesses

In order to prepare the playing materials for the game session, you will need to know how many businesses of each type will be included in your play of the game. Use the table on the following page to determine how your class should be divided.

Determining Number, Type, and Size of Businesses

No. of Students in the Class	No. of Hardware Stores	No. of Partners in each	No. of Pharmacies	No. of Partners in each	No. of Convenience Food Stores	No. of Partners in each	Total Number of Businesses
6	1	2	1	2	1	2	3
7	1	2	1	2	1	3	3
8	1	2	1	2	2	2	4
9	1	2	1	3	2	2	4
10	1	2	2	2	2	2	5
11	1	3	2	2	2	2	5
12	2	2	2	2	2	2	6
13	2	2	2	2	1 1	2 3	6
14	2	2	2	2	2	3	6
15	2	2	1 1	2 3	2	3	6
16	2	2	2	3	2	3	6
17	1 1	2 3	2	3	2	3	6
18	2	3	2	3	2	3	6

If there are more than 18 students in the class, you will need a second set of game materials and a second administrator. Divide the class into two game groups as close to the same size as possible. Then use the table to determine how many businesses there will be in each game group and how many partners there will be in each business. If there are more than 36 students in the class, you will need a third set of game materials and a third administrator.

EXAMPLE: If there were 21 students in the class, you would divide the class into two game groups, with 10 players in one group and 11 in the other. In the first game group there would be five businesses: one hardware store, two pharmacies, and two convenience food stores, each with two partners. In the second game group there would be five businesses: two pharmacies and two convenience food stores, each with two partners, and one hardware store with three partners.

Make your preparations for the game session on the basis of the number of students enrolled in the class--i.e., the maximum number that could be present for the game session. You may have to make adjustments the day the game is introduced because of absences, but doing so will be relatively easy if you have prepared for the maximum number of players possible.

Preparing the Playing Materials

After you have determined the number, type, and size of the businesses to be represented in your play of the game, you can prepare the playing materials you will need. Facsimiles of the game materials are included in the Appendix. Use the list of playing materials on pages 8 through 11 determine how many copies of each item you will need. Make sure you have a complete set of game materials for each game group.

Obtain a 9" x 12" manila envelope for each business; label the envelopes "Hardware Store #1", "Hardware Store #2", "Pharmacy #1" and so on, according to the number and type of businesses necessary for your class. In each envelope place the following:

1. a Business Profile for the appropriate type of business,
2. a copy of the Outline Map of Brentwood.
3. a copy of the List of Business Sites for Rent,
4. a copy of the Instructions for Information-Gathering,
5. a copy of the Information-Gathering Checklist.

Preparing the Players

The first modules of the small business ownership and management curriculum constitute the main preparation of the players; all the needed information about starting a small business is presented in the course before the game is played. You should also let the students know ahead of time that they are going to be playing a simulation game and that it will give them a chance to try out some of the things they have been learning in class.

Module 1.5: SBSG 1--Starting a Business

Time Required

Four 50-minute class periods

Suggested Sequence and Scope of Class Sessions

Period 1: Introduce the game to the players and begin play of the game.

Period 2: Continue play of the game.

Period 3: Conclude play of the game and score the game.

Period 4: Post-game discussion

Checklist: Preparations Required for Period 1

TWO WEEKS AHEAD OF TIME:

_____ Read entire TEACHER'S MANUAL.

_____ Examine all playing materials.

_____ Recruit additional administrators if needed.

ONE WEEK AHEAD OF TIME:

_____ Have a "dry run" of the game.

_____ Study scoring system of Starting segment, SBSG 1.

_____ Determine number, type, and size of businesses needed for your group.

_____ Assemble number of copies of playing materials needed for your group.

_____ Prepare manila envelopes for businesses.

_____ Inform players of game date.

_____ Assemble scratch paper and pencils.

THE DAY OF THE GAME SESSION:

_____ Arrange furniture in classroom.

_____ Arrange playing materials on Administrator's desk.

Period 1: The First Game Session

Teaching-Learning Activities

1. Introducing SBSG 1, Starting segment, to students
2. Beginning play of SBSG 1, Starting segment

Time Required

1. Classroom administrative matters (roll-taking, etc.):	5 minutes
2. Introducing SBSG 1, Starting segment, to students:	20 minutes
3. Playing SBSG 1, Starting segment (beginning information-gathering phase):	20 minutes
4. Clean-up and collection of playing materials:	5 minutes
Total:	50 minutes

Materials Required

1. One complete set of playing materials for SBSG 1, Starting segment, for each playing group
2. One manila envelope for each business, prepared as described on page
3. Enough scratch paper for all students
4. One pencil for each student
5. One colored pencil for each Administrator

Classroom Set-up

1. Furniture. The classroom furniture should be arranged so that groups of 2-3 students can work easily together. The administrator will need a desk or table from which to administer the game. Figure 1 on the following page presents two suggested room arrangements, one for a room in which students sit at tables, and one for a room in which students sit at individual desks.

   If more than one game group is required, it is best to put each game group in a separate room. If more than one room is not available, the groups should be separated as much as possible. Figure 2 on the following page suggests possible room arrangements for classes with more than one game group.

2. Playing Materials. The following playing materials should be arranged on the Administrator's desk:

   a. Previously prepared manila envelopes containing Business Profiles, Outline Maps of Brentwood Lists of Business Sites for Rent, Instructions for Information-Gathering, and Information-Gathering Checklists

   b. Teacher's Manual

   c. Real Estate Agent Information Slips, arranged by location

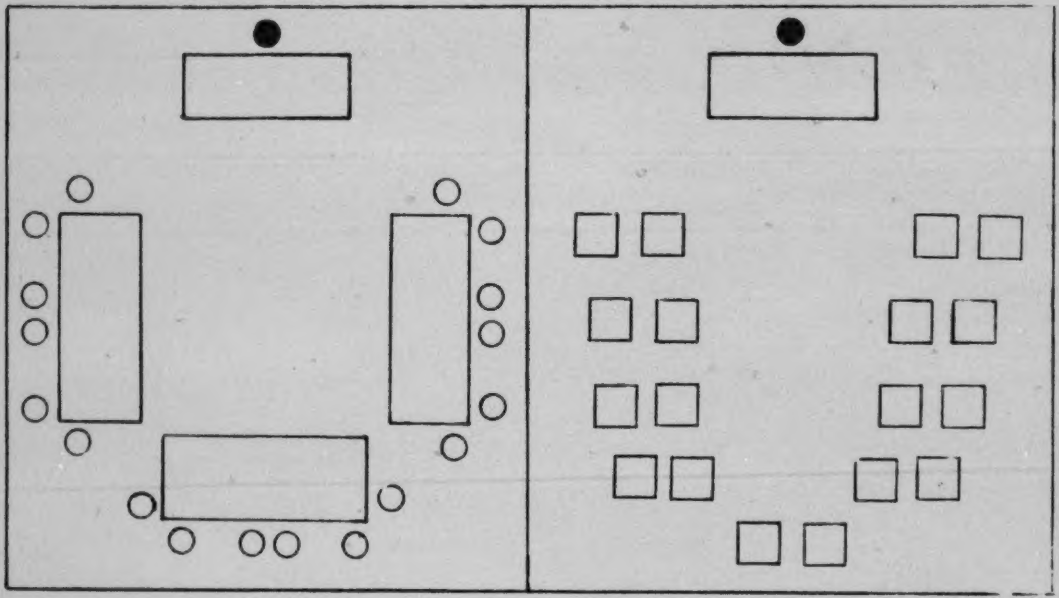
   d. Chamber of Commerce Maps, paper-clipped together in sets, with one copy of each map in each set; there should be as many sets as there are businesses

   e. Drive Past Location Maps, arranged by location

   f. Information Sheets, arranged in six piles by source, in order of location number within source

   g. Administrator's Tally Sheets

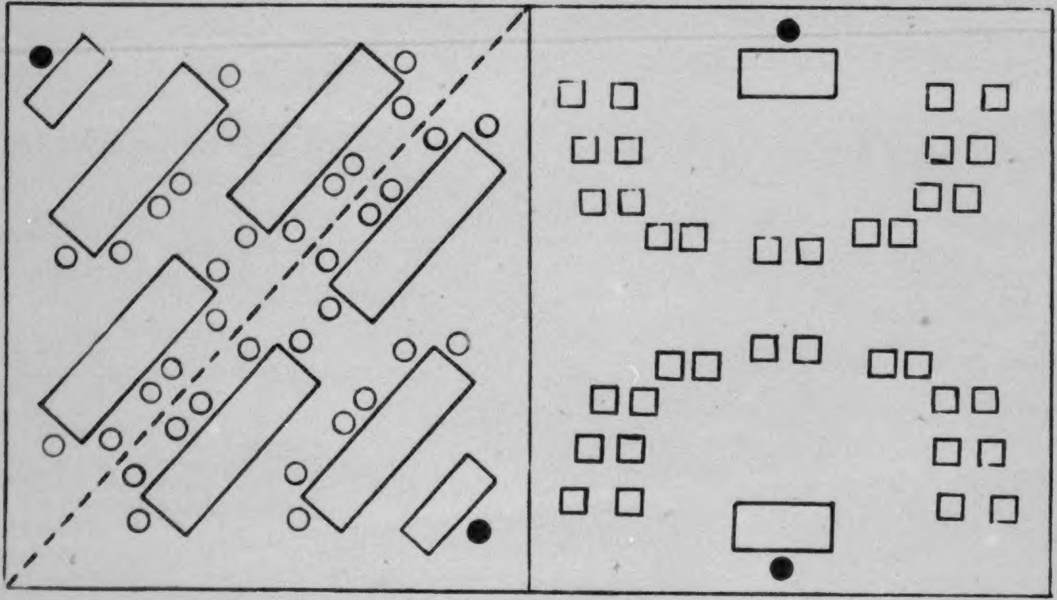
Figure 1. Suggested room arrangements for SBSG 1, Starting segment



A. With Tables

B. With Desks

Figure 2. Suggested room arrangements for classes requiring more than one game group



A. With Tables

B. With Desks

The following materials will not be needed for Period 1: Chance Cards, Cost Cards, and Scoresheets.

As soon as the students have arrived and you have taken roll, you should make any necessary adjustments in the number, size, and type of businesses to be included in the game. If you have prepared for the maximum possible number of students, this will be easy; use the chart on page 17 to determine what changes you must make. It will be helpful to write in the number of businesses and number of partners in each one in the appropriate place in the script on page 26. You can also put any extra envelopes and other playing materials away.

Introducing the Game to Players

The following script should be used to introduce the game to the players. Sections of the script enclosed by boxes are in the players' materials and will be read silently by the players while the administrator reads them aloud. If two or more game groups are playing in the same room, one administrator should introduce the game to all the players at the same time.

1. TELL the class

   FOR THE PAST FEW WEEKS WE HAVE BEEN LEARNING ABOUT THE DECISIONS A SMALL BUSINESS OWNER/MANAGER HAS TO MAKE IN STARTING A BUSINESS. TODAY WE ARE GOING TO BEGIN PLAYING A SIMULATION GAME. A SIMULATION GAME IS A GAME IN WHICH THE PLAYERS TAKE THE ROLES OF PERSONS IN A REAL-LIFE SITUATION. THE GAME WE WILL PLAY IS CALLED SMALL BUSINESS SIMULATION GAME 1 (SBSG 1). IN THE GAME YOU WILL PLAY THE ROLE OF A SMALL BUSINESS OWNER/MANAGER OF ONE OF THE FOLLOWING SMALL RETAIL STORES: A PHARMACY, A HARDWARE STORE, OR A CONVENIENCE FOOD STORE.

   THERE ARE TWO SEGMENTS TO SBSG 1. IN THE FIRST SEGMENT, "STARTING A BUSINESS", YOU WILL CHOOSE A LOCATION FOR YOUR STORE AND SET IT UP FOR YOUR OPENING DAY. IN THE SECOND SEGMENT, "RUNNING A BUSINESS", YOU WILL RUN THE BUSINESS YOU HAVE STARTED. FOR THE NEXT THREE DAYS, WE WILL PLAY THE FIRST SEGMENT OF THE GAME, "STARTING A BUSINESS".

AS A SMALL BUSINESS OWNER/MANAGER, YOU WANT YOUR BUSINESS TO BE SUCCESSFUL; IN THIS GAME, SUCCESS WILL BE MEASURED BY THE AMOUNT OF PROFIT YOU MAKE. DURING THE GAME, YOU WILL RECEIVE A SALES PROSPECTS SCORE WHICH WILL INDICATE YOUR IMMEDIATE CHANCES OF BUSINESS SUCCESS. TWO THINGS INFLUENCE YOUR SALES PROSPECTS SCORE: THE LOCATION OF YOUR STORE AND THE AMOUNT OF MONEY YOU SPEND ON ADVERTISING. OF THE TWO, THE LOCATION CONTRIBUTES THE MOST POINTS TO YOUR SALES PROSPECTS SCORE. SO, THE BETTER YOUR LOCATION IS FOR YOUR KIND OF BUSINESS, THE HIGHER YOUR SALES PROSPECTS WILL BE.

AS A PROSPECTIVE SMALL BUSINESS OWNER/MANAGER, YOU HAVE MADE THE FOLLOWING DECISIONS: (1) YOU CHECKED THE ECONOMIC CONDITIONS AND DECIDED THAT THIS IS A GOOD TIME TO START A BUSINESS. (2) YOU DECIDED TO ORGANIZE YOUR BUSINESS AS A PARTNERSHIP. (3) YOU AND YOUR PARTNER DECIDED THAT YOU NEEDED $30,000 TO FINANCE YOUR BUSINESS. BECAUSE YOU AND YOUR PARTNER HAD ONLY $16,000 TO INVEST IN THE BUSINESS, YOU ASKED THE BANK TO LEND YOU $14,000. THE BANK GRANTED YOU A LOAN OF $14,000. (4) YOU DECIDED TO START YOUR BUSINESS IN BRENTWOOD, A NEIGHBORHOOD ON THE WEST SIDE OF THE CITY OF CALVERTON. BRENTWOOD HAS ITS OWN BUSINESS DISTRICT AND IS LOCATED ABOUT FIVE MILES FROM CALVERTON'S DOWNTOWN BUSINESS DISTRICT.

THE FIRST THING I WANT YOU TO DO IS TO CHOOSE YOUR BUSINESS. THERE WILL BE ___ BUSINESSES: ___ PHARMACIES, ___ HARDWARE STORES, AND ___ CONVENIENCE FOOD STORES. YOU WILL BE WORKING IN PARTNERSHIPS, SO THERE WILL BE ___ PARTNERSHIPS WITH TWO PARTNERS IN EACH ONE (AND ___ PARTNERSHIPS WITH THREE PARTNERS). DECIDE WHICH BUSINESS YOU WANT, AND THEN I'LL ASSIGN YOU TO PARTNERSHIPS. IF THERE'S SOMEONE YOU WANT TO WORK WITH, YOU MAY DECIDE TOGETHER WHICH BUSINESS YOU WANT; IF NOT, THEN I'LL ASSIGN YOU TO A PARTNER WHO SELECTS THE SAME BUSINESS AS YOU.

[Allow players to select businesses and form partnerships.]

[Have partners sit together. Make sure that two businesses of the same kind do not sit next to each other.]

2. DISTRIBUTE scratch paper and pencils.

3. TELL the class

   IN CHOOSING A LOCATION, YOUR MAJOR TASKS ARE TO GATHER INFORMATION ABOUT STORES AVAILABLE FOR RENT IN BRENTWOOD AND TO USE THAT INFORMATION IN SELECTING A LOCATION FOR YOUR BUSINESS. REMEMBER THAT EACH TYPE OF BUSINESS NEEDS DIFFERENT THINGS IN A LOCATION; THE BEST LOCATION FOR A PHARMACY, FOR EXAMPLE, MAY BE A VERY POOR LOCATION FOR A HARDWARE STORE.

4. DISTRIBUTE envelopes.

5. TELL the class

   I HAVE NOW GIVEN EACH PARTNERSHIP AN ENVELOPE. PLEASE CHECK TO MAKE SURE IT CONTAINS THE FOLLOWING ITEMS: A BUSINESS PROFILE FOR THE TYPE OF BUSINESS YOU HAVE SELECTED, AN OUTLINE MAP OF BRENTWOOD A LIST OF BUSINESS SITES FOR RENT, A SET OF INSTRUCTIONS FOR INFORMATION-GATHERING, AND AN INFORMATION-GATHERING CHECKLIST.

   [Allow players to check envelopes.]

   PLEASE PUT EVERYTHING BACK IN THE ENVELOPE EXCEPT THE "BUSINESS PROFILE". YOU MAY NOW READ THE "BUSINESS PROFILE".

   [Allow players time to read Profiles. When everyone is finished, continue.]

   I WOULD LIKE TO EMPHASIZE WHAT IS CONTAINED IN THE LAST PARAGRAPH OF YOUR BUSINESS PROFILE.

   > YOU PROBABLY WILL NOT FIND A LOCATION WITH ALL OF THESE FEATURES, BUT YOU SHOULD CHOOSE ONE WITH AS MANY OF THEM AS POSSIBLE.

REMEMBER THAT THE CHARACTERISTICS LISTED ARE RECOMMENDATIONS; YOU WILL HAVE TO DECIDE WHICH ONES ARE THE MOST IMPORTANT TO YOUR BUSINESS AND CHOOSE YOUR LOCATION ACCORDINGLY.

NOW I WOULD LIKE YOU TO CHOOSE A NAME FOR YOUR BUSINESS. WHEN YOU HAVE CHOSEN ONE, PLEASE TELL ME WHAT IT IS SO THAT I CAN MAKE A RECORD OF IT.

[Allow players time to select names. Enter names an Administrator's Tally Sheets.]

THERE ARE NINE BUILDINGS FOR RENT IN BRENTWOOD SUITABLE FOR A RETAIL STORE. YOU MAY NOW TAKE THE "LIST OF BUSINESS SITES FOR RENT" AND THE "OUTLINE MAP OF BRENTWOOD" OUT OF YOUR ENVELOPE. THIS MAP REPRESENTS A CITY STREET MAP; IT DOESN'T TELL YOU WHERE THE BUSINESS SITES ARE. THIS LIST OF BUSINESS SITES REPRESENTS WHAT YOU WOULD READ IN A NEWSPAPER WANT AD IF YOU WERE LOOKING FOR A BUSINESS SITE. PLEASE FOLLOW ALONG AS I READ THE "LIST OF BUSINESS SITES FOR RENT" ALOUD.

THE CLASSIFIED ADS SECTION OF THE METROPOLITAN NEWSPAPER CONTAINS THE FOLLOWING ADVERTISEMENTS FOR BUSINESS SITES FOR RENT IN THE BRENTWOOD AREA.

LOCATION #1: FOR RENT IMMEDIATELY, CHOICE RETAIL SITE. GROUND LEVEL. 3900 SQ. FT. BRENTWOOD AREA. CALL 883-3104. SANSSOUCI REALTY.

LOCATION #2: BRENTWOOD NOW AVAILABLE. EXCITING STORE BUILDING. 3500 SQ. FT. FOR DETAILS, CALL RAUBER REALTORS. 344-4040.

LOCATION #3: 3800 SQ. FT. OF BEAUTIFUL RETAIL SPACE IN BRENTWOOD AREA. HANDLED EXCLUSIVELY BY SCHICK REALTY, 837-1481.

LOCATION #4: 3500 SQ. FT. OF SELLING SPACE AT STREET LEVEL. BRENTWOOD OFFERED BY HUROK REALTORS, 666-6666.

[Continued]

LOCATION #5: EXCEPTIONAL OPPORTUNITY FOR RETAIL STORE SEEKING LOCATION. 3000 SQ. FT. BRENTWOOD AREA. 344-4040.

LOCATION #6: CALL TODAY. 3700 SQ. FT. AVAILABLE IMMEDIATELY. BRENTWOOD. R. O. BENNEMAYER REALTY. 344-1178.

LOCATION #7: PRIME LOCATION IN BRENTWOOD DISTRICT. SUITABLE FOR RETAIL STORE. 4000 SQ. FT. 883-3104.

LOCATION #8: 3500-5000 SQ. FT. BRENTWOOD, SEE TO BELIEVE. A SCHICK AGENCY EXCLUSIVE. 837-1481.

LOCATION #9: 4000 SQ. FT. OF STORE WAITING FOR AN ENTREPRENEUR. BRENTWOOD AREA, CALL 666-6666.

THROUGHOUT THE GAME, YOUR'RE GOING TO BE GATHERING MORE INFORMATION ABOUT THE SITES, TRYING TO FIND OUT WHICH ONES HAVE THE CHARACTERISTICS THAT YOU NEED FOR YOUR BUSINESS. PLEASE TAKE THE "INSTRUCTIONS FOR INFORMATION-GATHERING" AND THE "INFORMATION-GATHERING CHECKLIST" OUT OF YOUR ENVELOPES. I'LL READ THE INSTRUCTIONS ALOUD, AND YOU CAN FOLLOW ALONG.

A. EACH PARTNERSHIP WILL HAVE 160 TIME UNITS TO SPEND IN GATHERING INFORMATION. YOU SHOULD USE ALL OF YOUR TIME UNITS; THERE'S NO ADVANTAGE IN SAVING THEM UP OR USING FEWER OF THEM.

B. THERE ARE EIGHT SOURCES OF INFORMATION FOR EACH LOCATION. YOU MUST SPEND A CERTAIN NUMBER OF TIME UNITS TO GET INFORMATION FROM EACH SOURCE. THE FOLLOWING LIST TELLS WHAT THE SOURCES ARE AND HOW MANY TIME UNITS YOUR MUST SPEND TO GET INFORMATION FROM THEM:

[Continued]

SOURCE OF INFORMATION	TIME UNITS
REAL ESTATE AGENT	1
DRIVE PAST LOCATION	2
PERSONAL INSPECTION OF BUILDING	4
WALKING TOUR OF NEIGHBORHOOD	4
CITY PLANNING OFFICE	4
VISIT WITH FORMER TENANT	8
VISITS WITH NEIGHBORS	10
REPEATED VISITS TO LOCATION	10

THE "REAL ESTATE AGENT" WILL GIVE YOU THE INFORMATION YOU COULD GET BY CALLING THE REAL ESTATE AGENT LISTED IN A CLASSIFIED AD FOR A BUSINESS SITE FOR RENT -- THE ADDRESS OF THE SITE, THE RENT, AND THE LENGTH OF THE LEASE. THE INFORMATION WILL BE ON A SLIP OF PAPER WHICH YOU MAY KEEP. YOU MUST GET THE REAL ESTATE AGENT INFORMATION FOR A LOCATION BEFORE YOU CAN GET ANY OTHER INFORMATION SHEETS FOR THAT LOCATION.

THE "DRIVE PAST LOCATION" WILL GIVE YOU THE INFORMATION YOU COULD GET BY DRIVING PAST THE LOCATION IN YOUR CAR. THIS INFORMATION IS IN THE FORM OF A DETAILED MAP OF THE AREA AROUND THE STORE FOR RENT.

THE REST OF THE INFORMATION ABOUT THE SPECIFIC LOCATIONS IS IN THE FORM OF INFORMATION SHEETS. THE "PERSONAL INSPECTION OF BUILDING" WILL GIVE YOU THE FACTS YOU COULD DISCOVER BY GOING INSIDE THE BUILDING AND LOOKING AROUND. "WALKING TOUR OF NEIGHBORHOOD" WILL TELL YOU THE THINGS YOU COULD FIND OUT BY WALKING AROUND THE AREA OF THE STORE. "REPEATED VISITS TO LOCATION" WILL GIVE YOU THE INFORMATION YOU COULD GET BY RETURNING TO THE AREA SEVERAL TIMES TO MAKE OBSERVATIONS. "VISIT WITH FORMER TENANT" WILL GIVE YOU THE FACTS YOU COULD FIND OUT BY VISITING AND TALKING TO THE LAST PERSON TO DO BUSINESS AT THE SITE. "VISITS WITH NEIGHBORS" WILL TELL YOU THE THINGS YOU COULD FIND OUT BY TALKING TO NEIGHBORING BUSINESSPEOPLE, RESIDENTS OF THE AREA, AND PEOPLE ON THE STREET. THE "CITY PLANNING OFFICE" WILL GIVE YOU INFORMATION ABOUT ZONING AND PLANS FOR URBAN RENEWAL OR CONSTRUCTION IN THE AREA.

[Continued]

C. YOU CAN ALSO GET INFORMATION FROM THE CHAMBER OF COMMERCE ABOUT THE ENTIRE BRENTWOOD AREA. THIS INFORMATION IS IN THE FORM OF MAPS. FOR 8 TIME UNITS, YOU CAN GET 4 MAPS SHOWING CRIME RATES, BUS ROUTES, AGE AND FAMILY STATUS OF RESIDENTS, AND AVERAGE INCOME OF RESIDENTS IN DIFFERENT PARTS OF BRENTWOOD.

D. YOU WILL DISCOVER THAT SOME LOCATIONS ARE IN NEED OF REPAIRS -- REPAINTING, REWIRING, AND SO FORTH. IN SOME CASES, THE OWNER OF THE BUILDING WILL MAKE THE REPAIRS; IN OTHERS, THE TENANT MUST MAKE THEM. IF YOU RENT A BUILDING WHICH YOU ARE REQUIRED TO REPAIR, YOU WILL HAVE TO PAY FOR THE REPAIRS. IN THIS GAME, IT WILL COST $250 TO REPAINT A BUILDING, $100 TO REPLASTER, $250 FOR NEW FLOORING, $100 FOR NEW WINDOWS, $100 FOR EXTERMINATION, $250 FOR EXTRA PLUMBING, AND $500 FOR STRUCTURAL CHANGES TO A BUILDING. THE AMOUNT YOU MUST PAY FOR INSURANCE WILL VARY, DEPENDING ON THE CRIME RATE IN THE AREA WHERE YOU LOCATE -- $200 IF THE CRIME RATE IS LOW, $300 IF IT IS MEDIUM, AND $400 IF IT IS HIGH.

THE WAY YOU'LL GET THIS INFORMATION IS AS FOLLOWS: I'LL BE SITTING AT THIS TABLE. I HAVE THE INFORMATION SHEETS, THE SLIPS FROM THE REAL ESTATE AGENT, AND ALL OF THE VARIOUS MAPS. YOU DECIDE WHAT INFORMATION YOU WANT; THEN COME OVER AND ASK ME FOR IT, AND I'LL GIVE IT TO YOU. THERE'S A DIFFERENT INFORMATION SHEET FOR EACH LOCATION FROM EACH SOURCE. SO YOU WOULD REQUEST, FOR EXAMPLE, "DRIVE PAST LOCATION FOR LOCATION 1".

YOU CAN GET INFORMATION FROM THE "REAL ESTATE AGENT" ABOUT ALL OF THE LOCATIONS AT THE SAME TIME. NOTICE THAT IT COSTS ONE TIME UNIT TO GET INFORMATION FROM THE "REAL ESTATE AGENT" FOR EACH LOCATION; IT COSTS 9 TIME UNITS TO GET INFORMATION FOR ALL 9 LOCATIONS. YOU CAN ALSO GET AS MANY "DRIVE PAST LOCATION MAPS" AT ONCE AS YOU WANT. THE CHAMBER OF COMMERCE MAPS, THE INFORMATION FROM THE REAL ESTATE AGENT AND THE DRIVE PAST LOCATION MAPS YOU CAN KEEP. THE INFORMATION SHEETS HAVE TO BE RETURNED. YOU CAN GET ONLY ONE INFORMATION SHEET AT A TIME, AND YOU HAVE TO BRING THAT ONE BACK IN ORDER TO GET A SECOND ONE. IF SOMEONE ELSE ALREADY HAS AN INFORMATION SHEET WHEN YOU ASK FOR IT, YOU MUST

WAIT UNTIL IT IS RETURNED. HOWEVER, YOU MAY ASK FOR ANOTHER INFORMATION SHEET INSTEAD. THIS CORRESPONDS TO THE FACT THAT, IN THE REAL WORLD, PEOPLE YOU WANT TO TALK TO MAY NOT BE AVAILABLE WHEN YOU GO TO SEE THEM -- OR SOMETHING MIGHT KEEP YOU FROM MAKING A PERSONAL INSPECTION WHEN YOU HAD PLANNED TO.

IF YOU WANT TO CONSULT ANY SOURCE A SECOND TIME, IT WILL COST YOU ADDITIONAL TIME UNITS -- THE SAME NUMBER IT COST YOU THE FIRST TIME.

YOUR "INFORMATION-GATHERING CHECKLIST" LISTS THE SOURCES OF INFORMATION FOR EACH LOCATION. YOU CAN CHECK THESE OFF WHEN YOU'VE CONSULTED EACH SOURCE. THERE'S ALSO SPACE FOR NOTES. AT THE TOP OF THE CHECKLIST IS A SPACE LABELED "TIME UNITS USED". YOU SHOULD KEEP A TALLY OF THE TIME UNITS THAT YOU'VE USED SO THAT YOU'LL KNOW HOW MANY YOU HAVE LEFT TO SPEND. I'LL ALSO BE KEEPING A TALLY WHEN YOU PICK UP YOUR INFORMATION SHEETS.

WHEN YOU'VE GOTTEN WHAT YOU FEEL IS ENOUGH INFORMATION, MAKE A FIRST, SECOND, AND THIRD CHOICE OF LOCATION. YOU'RE NOT COMPETING AGAINST EACH OTHER FOR SITES. IN OTHER WORDS, EACH PERSON COULD CONCEIVABLY GET HIS/HER FIRST COICE OF LOCATION -- EVEN IF TWO PEOPLE CHOOSE THE SAME ONE. BUT THERE IS A CHANCE THAT YOU MIGHT NOT GET YOUR FIRST OR SECOND CHOICE OF LOCATION; YOU WILL DRAW A CHANCE CARD WHICH WILL TELL YOU WHETHER OR NOT YOU HAVE BEEN ABLE TO RENT THE LOCATION YOU HAVE CHOSEN. FOR THIS REASON, YOU SHOULD TRY TO CHOOSE THE THREE BEST LOCATIONS FOR YOUR BUSINESS AND RANK THEM IN ORDER OF SUITABILITY. YOU'LL HAVE UNTIL _______________ TO GATHER INFORMATION.

[Indicate when information-gathering will end.]

YOU SHOULD DISCUSS YOUR DECISIONS AND WORK WITH YOUR PARTNER THROUGHOUT THE GAME, BUT DON'T SHARE YOUR INFORMATION WITH ANYONE ELSE.

6. ASK the students if they have any questions.

   [Answer the students' questions.]

Administering the Game

After you have introduced the game to the players and answered any questions they have, sit down at the administrator's desk and wait for the players to come to you for information. When a player asks for her/his first piece of information, do the following: (Remember that a player must get the Real Estate Agent Information slip before s/he can get any other information sheets for that location.)

1. Find the Administrator's Tally Sheet for her/his business. In the center of the Tally Sheet is a chart. In the column at the left of this chart are the sources of information; in the row across the top of the chart are the location numbers. The rest of the numbers in the chart are time units required for information. One time unit is required for Real Estate Agent information about any location, two time units for Drive Past Location information, and so on.

2. Find the information sheet or other item requested by the player, to make sure it is available.

3. Using your colored pencil, circle the number on the chart representing the number of time units required for the information the player has requested. For example, if a player requested Real Estate Agent information for Location #3, you would circle the "1" following "Real Estate Agent" under "Location #3" on the chart.

4. At the bottom of the Tally Sheet is a series of numbers labeled "Time Units Used". Each number in the series represents one time unit. Beginning with 160, cross out the number of time units required for the information the player has requested. For example, for Real Estate Agent information for Location #3, only the 160 would be crossed out, because only one time unit is required.

5. Give the player the information sheet or other item requested.

6. When the information sheet is returned, put an "X" through the circled number, for that sheet, and return the sheet to its place among the playing materials.

   Remember that a business can request only one information sheet at a time. However, players can request as many Real Estate Agent information slips and/or Drive Past Location maps as they wish, plus a set of Chamber of Commerce maps. They may also request one information sheet at the same time as any of these items.

   Throughout the rest of the game, each time a player asks for an information sheet, the following procedure should be followed:

7. Check the Administrator's Tally Sheet for his/her business to see if s/he has any information sheets checked out. For any sheet s/he has checked out, the number on the chart representing the time units required will be circled, but will not be X'ed.

   a. If not, proceed with Steps 2-6 above.

   b. If so, the information sheet already checked out must be returned before another can be taken. Then proceed with Steps 2-6 above.

   When a player requests a Real Estate Agent information slip, Drive Past Location map, or set of Chamber of Commerce maps, follow Steps 1-6 above. These items may be taken even if the player has an information sheet checked out.

Administrative Tips

Keep the playing materials as orderly as possible. When a player returns an item, always return it to its place among the playing materials before giving him/her another. Otherwise, you will end up with a pile of unsorted items in front of you, and you will not be able to tell quickly if a given item is available or checked out.

Keep the players as orderly as possible. Follow a policy of "first come--first served" in distributing information, and request that players line up to receive information, if necessary.

Don't let yourself be rushed if more than one player is waiting for materials. Plenty of time has been allowed for the players to get all the information they need, with an allowance for waiting. If you try to rush, you are much more likely to make mistakes.

Managing the Game Session

You will be so busy in your role as administrator that you will not have time to walk around the room and observe the students directly. However, because you are keeping track of what information each business requests, you will be able to tell if students are not participating in the game.

You should answer questions about game procedures as they arise. If one person asks a question that seems applicable to the rest of the class, stop the game for a moment and give the answer to the entire class. You should not answer questions about what strategy to follow or which locations to choose; however, you should provide interpretations of information sheets or explanations of vocabulary words if they are needed.

Keep close track of the time, and do not exceed the recommended limits for each activity. Do not take more than 20 minutes to introduce the game; if you do, there will not be much time to begin playing the game in the first period. Be sure to stop play of the game five minutes before the end of the period to allow for clean-up and collection of materials.

Potential Problems and Suggested Solutions

Formation of undesirable partnerships. If there are students in your class who are likely to form partnerships in order to play around rather than to play the game, or if you foresee any other partnership problems, you may want to assign partners yourself.

Slowness in choosing businesses and/or partners. If the players are indecisive about what business they want and/or who they want for a partner, step in and make assignments or suggestions. At this point in the game, it is easy to lose attention, and it is important not to let the selection process drag on too long.

Slow readers. If you have students in your class who are especially slow readers, you may want to assign them partners who read faster. In this way, their businesses will be able to keep up with the rest of the class in reading the Business Profiles during the introduction of the game and in reading the Information Sheets during the play of the game.

Collecting the Playing Materials

Seven minutes before the end of the period, announce that you are no longer distributing information materials. Five minutes before the end of the period, announce that it is time to stop playing the game and start cleaning up. Make sure that all information sheets that have been checked out are returned before the players leave. Ask the players to place all of their individual playing materials and notes in their manila enveloped and to label the envelope with their names and the name of the business. Collect the envelopes before the students leave the classroom.

Checklist: Preparations Required for Period 2

THE DAY BEFORE THE GAME SESSION:

_____ Check number of time units used by each business.

_____ Re-read section of TEACHER'S MANUAL dealing with Period 2.

THE DAY OF THE GAME SESSION:

_____ Arrange furniture in classroom.

_____ Arrange playing materials on administrator's desk.

Period 2: The Second Game Session

Teaching-Learning Activity

Play of SBSG 1, Starting segment

Time Required

1. Classroom administrative matters (roll-taking, etc.):	5 minutes
2. Play of SBSG 1, Starting segment (information-gathering phase, continued):	40 minutes
3. Clean-up and collection of playing materials:	5 minutes
Total:	50 minutes

Materials Required

1. One complete set of playing materials for SBSG 1, Starting segment, for each playing group
2. The manila envelope for each business from Period 1
3. Enough scratch paper for all students
4. One pencil for each student
5. One colored pencil for each administrator, of a different color than the one used for Period 1

Classroom Set-up

1. Furniture. Same as Period 1.
2. Playing Materials. Same as Period 1.

Distributing Playing Materials

At the beginning of the period, distribute the manila envelopes from Period 1, along with the scratch paper and pencils. The envelopes should not have been opened since Period 1; they will contain everything the students used during Period 1, but nothing else.

Generally, some students will be present for Period 2 who were not present for Period 1; and some who were there for Period 1 will not be there for Period 2. Add new students to two-partner businesses to form three-partner businesses; their partners can then explain to them how the game is played. Absent students from two-partner businesses can be replaced by new students, but absent students from three-partner businesses should not be replaced by new students. If students are absent who were there for Period 1, and there is no one to replace them, their businesses should carry on without them, even if it means that some players are playing alone. If both partners in a business are absent for Period 2, their business remains in the game. The partners are not replaced, and no new partner is added to the business. They simply lose the time they would have had to gather information during Period 2.

Announcing Number of Time Units Remaining

Between Periods 1 and 2, you should check the Administrator's Tally Sheet to make sure that the number of "Time Units Used" at the bottom of the sheet agrees with the sources used. Before play begins during Period 2, you should announce the number of time units each business has left. Players should make a note of the number. If it does not agree with the tally they have been keeping, the administrator's figure will be considered correct. You may want to check extreme discrepancies after class.

Administering the Game

Administrative procedures for Period 2 will be the same as for Period 1. However, you should use a different color pencil to keep the Administrator's Tally Sheet. Players may re-examine information from a source they have already used only if they spend the required number of time units again. Mark the Tally Sheet as you would if the source were being examined for the first time; since you are using a different color pencil, you will be able to tell when a sheet has not been returned.

Managing the Game Session

Same as Period 1.

Potential Problems and Suggested Solutions

Discrepancies between administrator's and student's figures on number of time units remaining. If a student disagrees with your figure and does not seem willing to accept it, offer to check the discrepancy after class. Game play should not be delayed at this point to check figures. After class, go over your figures with the student and explain to him/her how you arrived at them. Unless you discover an error, your figure should stand as the correct one.

Players running out of time units. It is very unlikely that players will run out of time units before the end of Period 2. If this should happen, check to make sure the business involved has really used up all 160 time units. If it has, the players involved may either assist you in administering the game or study for the rest of the period. If it happens to a player who disagreed with the number of time units you said s/he had left, treat the player as if your figure is correct. Check the figure after class; if s/he actually has time units remaining, s/he can use them during Period 3.

Collecting the Playing Materials

Same as Period 1.

Checklist: Preparations Required for Period 3

THE DAY BEFORE THE GAME SESSION:

_____ Check number of time units used by each business.

_____ Re-read section of TEACHER'S MANUAL dealing with Period 3.

THE DAY OF THE GAME SESSION:

_____ Arrange furniture in classroom.

_____ Arrange playing materials on Administrator's desk.

Period 3: The Third Game Session

Teaching-Learning Activities

1. Play of SBSG 1, Starting segment
2. Scoring of SBSG 1, Starting segment

Time Required

1. Classroom administrative matters (roll-taking, etc.):	5 minutes
2. Play of SBSG 1, Starting segment (information-gathering phase, concluded):	25 minutes
3. Determining locations rented:	5 minutes
4. Completion of Scoresheets:	10 minutes
5. Cleanup and collection of playing materials:	5 minutes
Total:	50 minutes

Materials Required

1. One complete set of playing materials for SBSG 1, Starting segment, for each playing group
2. The manila envelope for each business from Periods 1 and 2
3. Enough scratch paper for all students
4. One pencil for each student
5. One colored pencil for each Administrator, of a different color than the ones used in Periods 1 and 2

Classroom Set-up

1. Furniture. Same as Period 1.

2. Playing materials. Materials from previous period plus the Chance Cards, Cost Cards, and Scoresheets.

Distributing Playing Materials

Same as Period 2.

Announcing Time Units and Real Time Remaining

Between Periods 2 and 3, check the number of time units remaining for each business. Before play begins during Period 3, announce the number of time units each business has left. Also announce that there are 25 minutes remaining in the information-gathering phase of the game.

Administering the Game

Same as previous periods. Use a colored pencil different from the ones you used to keep the Administrator's Tally Sheet during Periods 1 and 2.

Managing the Game Session

Time management will be of even greater importance during Period 3 than it was during Periods 1 and 2. Twenty minutes after the play of the game begins (25 minutes after the start of the period), announce that the information-gathering phase of the game will end in five minutes and that you will no longer distribute information materials. Tell the players that they should make their three choices of location definite and be prepared to tell you what they are at the end of the five minutes. The twenty minutes remaining in the period after the information-gathering phase ends will be used for ending the game, scoring and cleanup.

Potential Problem and Suggested Solution

Players running out of time units or finishing early. Players are more likely to run out of time units during Period 3 than during Period 2. If any players do run out, they can assist you in your administrative duties or they can study. Some players may feel they have enough information before they have spent all their time units and before the information-gathering phase is over. They should be encouraged to use their remaining time units.

Ending the Game

1. ANNOUNCE the end of the information-gathering phase of the game twenty-five minutes after the play of the game begins (30 minutes after the start of the period).

2. COLLECT all information sheets.

3. ASK each business to tell you its first three choices of location.

4. WRITE the students' choices in the space provided on the Administrator's Tally Sheet.

5. TELL the class

   YOU WILL NOW DRAW A CHANCE CARD THAT WILL INDICATE WHETHER OR NOT YOU ARE ABLE TO RENT YOUR FIRST COICE OF LOCATION. IF YOU DO NOT RECEIVE YOUR FIRST CHOICE, YOU'LL DRAW AGAIN FOR YOUR SECOND CHOICE. IF YOU DON'T GET YOUR SECOND CHOICE, YOU WILL AUTOMATICALLY GET YOUR THIRD CHOICE.

   [Have each business in turn draw a chance card, read what it says, and return it to the deck. If a business does not get its first choice, the partners should draw again for their second choice, after returning the first card to the deck. The deck should be shuffled after each draw.]

I WILL NOW DISTRIBUTE CARDS WHICH TELL THE SCORE AND COSTS ASSOCIATED WITH THE LOCATION YOU HAVE RENTED

6. DISTRIBUTE the appropriate Cost Card to each business.

7. TELL the class

I WILL NOW GIVE EACH BUSINESS A COPY OF THE SCORESHEET.

8. DISTRIBUTE Scoresheets.

9. TELL the class

PLEASE FILL IN THE "TYPE OF BUSINESS", "NAME OF BUSINESS", AND "PARTNERS". NOTICE THAT THERE ARE TWO LARGE BOXES ON THE SHEET. IN THE ONE ON THE LEFT YOU WILL BE KEEPING TRACK OF YOUR INITIAL COSTS. IN THE ONE ON THE RIGHT YOU WILL BE KEEPING TRACK OF YOUR SALES PROSPECTS SCORE.

UNDER "RENT AND SECURITY DEPOSIT" FILL IN THE SPACE MARKED "ONE MONTH'S RENT" AND MULTIPLY BY TWO.

[Pause to allow players to do so.]

YOU SHOULD ALSO FILL IN THE SCORE YOU RECEIVED FOR YOUR LOCATION IN THE SPACE MARKED "LOCATION" IN THE SALES PROSPECTS BOX.

[Pause.]

NOW FILL IN THE SPACES MARKET "SPECIAL RENOVATION COSTS" AND "INSURANCE".

[Pause.]

YOU ARE NOW READY TO DECIDE HOW MUCH YOU WANT TO SPEND ON YOU INITIAL ADVERTISING. THE CHART AT THE BOTTOM OF THE SHEET TELLS YOU HOW MANY POINTS WILL BE ADDED TO YOUR LOCATION SCORE FOR EACH AMOUNT YOU CAN SPEND ON ADVERTISING. WHEN YOU HAVE DECIDED HOW MUCH TO SPEND, FILL IN THE AMOUNT AND THE SCORE THAT AMOUNT WILL GIVE.

[Allow time for the players to do so; the partners will have to discuss it with each other, and it will probably take them several minutes.]

NOW GO AHEAD AND ADD UP YOUR "TOTAL INITIAL EXPENDITURES" AND "TOTAL SALES PROSPECTS SCORE".

[Pause.]

SUBTRACT "TOTAL INITIAL EXPENDITURES" FROM "TOTAL STARTING CASH" TO GET "CASH ON HAND". NOTICE THAT THIS AMOUNT MUST BE AT LEAST $3,000. USE THE CHART AT THE BOTTOM OF THE SHEET TO FIND WHAT YOUR "SALES PROSPECTS" ARE.

IN THIS SEGMENT OF THE GAME, THE HIGHEST "SALES PROSPECTS SCORE" YOU CAN GET IS 135 -- JUST BARELY INTO THE "EXCELLENT SALES PROSPECTS" LEVEL. DURING THE RUNNING SEGMENT, YOU WILL HAVE FURTHER CHANCES TO INCREASE YOUR "SALES PROSPECTS SCORE" AND POSSIBLY MOVE INTO THE "SUPER LEVEL".

THAT'S THE END OF THE STARTING SEGMENT OF THE GAME. AT THIS STAGE WE DON'T DECLARE A WINNER, BECAUSE WE GO ON INTO THE RUNNING SEGMENT. WHEN WE START THE GAME AGAIN, YOU'LL BE RUNNING YOUR BUSINESS WITH THE CASH ON HAND AND SALES PROSPECTS THAT YOU NOW HAVE.

Collecting the Playing Materials

You should finish filling out the Scoresheets five minutes before the end of the period. At this time the players should once again put all of their playing materials and notes in the manila envelopes and hand them in.

Checklist: Preparations Required for Period 4

THE DAY BEFORE THE DISCUSSION:

_____ Re-read the section of TEACHER'S MANUAL dealing with Period 4.

_____ Become thoroughly familiar with rankings of locations and the reasons behind them.

THE DAY OF THE DISCUSSION:

_____ Arrange furniture in classroom.

_____ Write list and chart described on p. 49 on chalkboard.

Period 4: The Post-game Discussion

Teaching-Learning Activity

Discussion of SBSG 1, Starting segment

Time Required

1.	Classroom administrative matters (roll-taking, etc.):	5 minutes
2.	Discussion of SBSG 1, Starting segment:	40 minutes
3.	Cleanup and collection of playing materials:	5 minutes
	Total:	50 minutes

Materials Required

1. One complete set of playing materials for SBSG 1, Starting segment

2. The manila envelope for each business from the game sessions

Classroom Set-up

1. Furniture. Furniture should be set up the same way as for the game sessions, so that partners can sit together for the post-game discussion.

   If there was more than one game group in your class, the post-game discussion should be conducted with all game groups together. All the administrators should be present for the discussion, but it should be led by the regular teacher of the course. The room should be arranged so that partners sit together and all members of a game group are together.

2. Chalkboard. Before class, put the following on the chalkboard:
    a. a list of the businesses and the three locations each chose,
    b. the chart on p. 50, showing the recommended rankings of locations for each business.

3. Playing Materials. You will not need to use most of the playing materials in the discussion. However, you should keep the set of playing materials handy for use in answering questions. The players will have their manila envelopes containing the materials and notes they used during the game.

Preparing For Post-game Discussion

Before attempting to conduct the post-game discussion, carefully study this section and Figures 3, 4, & 5 on pp. 52, 53, 54. The more familiar you are with the materials to be discussed, the more effective the post-game discussion will be, and the easier it will be for you to conduct it.

Distributing Playing Materials

The manila envelopes should be distributed to the students just as they were during the game sessions.

Discussing the Game

1. READ the chart below to the players.

    [The chart should have been placed on the chalkboard before class.]

Order of Desirability	Hardware Store	Pharmacy	Convenience Food
1st	Location 3	Location 2	Location 4
2nd	9	3	5
3rd	1	7	9
4th	4	1	2
5th	7	6	1
6th	2	9	7
7th	6	4	3
8th	5	5	6
9th	8	8	8

2. ASK a student to read aloud the location criteria given on the Business Profile for the Hardware Store.

3. EXPLAIN the rankings of the top three locations for the Hardware Store.

   [Figure 3 on page 52 sets forth the basis for location ranking for the Hardware Store. Locations are marked on the Chart above according to the ratings shown in Figure 3. In the section of Figure 3 labeled "Criteria on Business Profile", each location has been given a +1, +2, or +3 for each characteristic it has that was specified on the Business Profile. Most characteristics have a value of 1; characteristics which were felt to be more important have a value of +2 or +3. If a location does not have a characteristic, it has been given a 0. In the section labeled "Costs", rent has no effect on the numerical rating, while repairs and insurance have the effects listed under "Explanatory Notes". Zoning also has the effect listed under "Explanatory Notes". If a Hardware Store has failed at the location, it has an effect of -1; otherwise, the effect is 0. The locations have been ranked according to the numerical ratings. Where two locations have the same numerical rating, the one with the lower repair costs is ranked first; where the repair costs are the same, the one with the lower rent is ranked first.]

You can use Figure 3 as the basis for your explanation of the ranking of the locations, but you should not use the numerical ratings. Instead, give a narrative explanation based on the numerical ratings. For example, the explanation of why Locations 3, 9, and 1 are the first three choices for the hardware store might go as follows:

"LOCATION 3" IS THE BEST LOCATION FOR A HARDWARE STORE BECAUSE IT HAS ALL THE REQUIREMENTS FOR A GOOD LOCATION LISTED ON THE "BUSINESS PROFILE". IN ADDITION, THERE ARE NO REPAIR COSTS, INSURANCE RATES ARE LOW, THERE ARE NO ZONING PROBLEMS, AND A HARDWARE STORE HAS NEVER FAILED IN THAT LOCATION.

"LOCATION 9" IS THE SECOND BEST LOCATION FOR A HARDWARE STORE BECAUSE IT HAS ALL THE REQUIREMENTS FOR A GOOD LOCATION LISTED ON THE "BUSINESS PROFILE", EXCEPT THAT IT IS NOT NEAR OTHER STORES AND THERE IS NOT MUCH TRAFFIC IN THE AREA. REPAIR COSTS ARE FAIRLY LOW, AND THE INSURANCE RATE IS MODERATE, BUT THERE IS LAW GOVERNING SIZE AND PLACEMENT OF SIGNS.

"LOCATION 1" IS THE THIRD BEST LOCATION FOR A HARDWARE STORE BECAUSE IT IS NEAR A NEIGHBORHOOD OF HOUSES, THERE IS NO COMPETITION NEARBY, IT IS NEAR OTHER STORES, IT IS HIGHLY VISIBLE, THERE IS HEAVY AUTOMOBILE AND FOOT TRAFFIC, THE RENT IS WITHIN THE RANGE GIVEN, AND IT IS IN A MIDDLE INCOME NEIGHBORHOOD. IN ADDITION, THERE ARE NO REPAIR COSTS, THE INSURANCE RATE IS MODERATE, THERE ARE NO ZONING RESTRICTIONS, AND NO HARDWARE STORE HAS EVER FAILED IN THAT LOCATION. ON THE NEGATIVE SIDE, THERE IS NO PARKING LOT, THE STORE HAS ONLY 3900 SQUARE FEET OF SPACE, AND THE LOCATION IS NOT AS ACCESSIBLE AS IT COULD BE, SINCE LEFT TURNS ARE PROHIBITED AT THAT CORNER FROM ALL DIRECTIONS.

Figure 3. Basis for location ranking -- Hardware store

Criteria on Bus. Profile	Location Number 1	2	3	4	5	6	7	8	9
Neighborhood of Houses	+3	0	+3	+3	+3	0	0	0	+3
Parking Lot	0	0	+3	0	0	+3	0	0	+3
No Competition	+2	+2	+2	+2	+2	0	+2	+2	+2
Near other Stores	+1	+1	+1	0	0	+1	+1	0	0
Visible	+1	+1	+1	+1	+1	0	+1	+1	+1
4000 sq. ft.	0	0	0	0	0	0	+1	+1	+1
Traffic	+1	+1	+1	+1	0	+1	+1	0	0
Accessible	0	0	+1	+1	+1	0	0	0	+1
Rent $350-500	+1	+1	+1	0	0	+1	+1	0	+1
Middle Income	+1	+1	+1	+1	0	+1	0	0	+1
Costs									
Rent	(500)	(350)	(375)	(300)	(200)	(350)	(400)	(290)	(350)
Repairs	0	0	0	0	(500)-1	(350)-1	0	(1400)-3	(450)-1
Insurance	(300)0	(300) 0	(200)+1	(300)0	(300) 0	(300) 0	(200)+1	(400)-1	(300) 0
Zoning	0	-1	0	-1	-2 *	0	-1	-2	-1
Past failures of bus. type	0	0	0	-1	0	0	0	0	0
TOTAL	10	6	15	7	4	6	7	-2	11

Explanatory Notes

Effect of Repair Costs:	$250-500: -1;	$501-850: -2;	Over $850: -3
Effect of Insurance:	$200: +1;	$300: 0;	$400: -1

Effect of Zoning:

General zoning problem:	-1
Restrictive sign ordinances:	-1
Urban renewal:	-2

* -1 for general zoning problem, -1 for restrictive sign ordinance

Figure 4. Basis for location ranking -- Pharmacy

Location Number

Criteria on Bus. Profile	1	2	3	4	5	6	7	8	9
No Competition	+3	+3	+3	0	0	+3	0	0	+3
Medical Services	0	+3	0	0	0	0	0	0	0
Near Busy Stores	+1	+1	+1	0	0	0	+1	0	0
Traffic	+1	+1	+1	+1	0	+1	+1	0	0
Corner	+1	+1	0	0	+1	0	+1	+1	+1
Plumbing	+1	+1	0	+1	+1	0	+1	+1	0
Wiring	+1	+1	+1	0	+1	0	+1	0	+1
Public Transportation	+1	0	+1	+1	0	0	+1	+1	0
Building Condition	+1	+1	+1	0	0	+1	+1	0	0
High Density	+1	+1	0	0	0	+1	+1	+1	0
Elderly	0	+1	+1	0	+1	0	+1	+1	0
Rent $250-350	0	+1	0	+1	0	+1	0	0	+1
3500 sq. ft.	0	+1	+1	+1	0	+1	+1	+1	+1
Costs									
Rent	(500)	(350)	(375)	(300)	(200)	(350)	(400)	(200)	(350)
Repairs	0	0	0	0	(500)-1	(850)-2	0	(1050)-3	(700)-2
Insurance	(300) 0	(300) 0	(200)+1	(300) 0	(300) 0	(300) 0	(200)+1	(400)-1	(300) 0
Zoning	0	0	0	-1	-1	0	0	-2	0
Past failures of bus. type	0	0	0	-1	0	0	0	0	0
TOTAL	11	16	11	3	2	6	11	0	5

Explanatory Notes

Effect of Repair Costs: $250-500: -1; $501-850: -2; Over $850: -3

Effect of Insurance: $200: +1: $300: 0; $400: -1

Effect of Zoning: General zoning problem: -1

Urban renewal: -2

Figure 5. Basis for location ranking -- Convenience Food Store

Criteria on Bus. Profile	Location Number 1	2	3	4	5	6	7	8	9
Residential Neighborhood	0	0	0	+2	+2	0	0	0	+2
No Nearby Competition	+2	+2	0	+1	+1	0	0	+1	+1
Wiring	+1	+1	+1	0	+1	0	+1	0	+1
Rent $200-300	0	0	0	+1	+1	0	0	+1	0
Non-Drivers	0	0	0	+1	+1	0	0	+1	0
Corner Location	+1	+1	0	0	+1	0	+1	+1	+1
Parking	0	0	+1	+1	0	+1	0	+1	+1
3000 sq. ft.	+1	+1	+1	+1	+1	+1	+1	+1	+1
School	0	0	0	0	+1	0	0	0	+1
Foot Traffic	+1	+1	+1	+1	+1	+1	+1	0	+1
Costs									
Rent	(500)	(350)	(375)	(300)	(200)	(350)	(400)	(200)	(350)
Repairs	0	0	0	0	(500)-1	(600)-2	0	(800)-2	(450)-1
Insurance	(300) 0	(300) 0	(200)+1	(300) 0	(300) 0	(300) 0	(200)+1	(400)-1	(300) 0
Zoning	0	0	0	-1	-1	0	0	-2	0
Past failures of bus. type	0	0	-1	0	0	0	0	-1	-1
TOTAL	6	6	4	8	8	1	5	0	7

Explanatory Notes

Effect of Repair Costs: $250-500: -1; $501-850: -2; Over $850: -3

Effect of Insurance: $200: +1; $300: 0; $400: -1

Effect of Zoning: General zoning problem: -1
Urban renewal: -2

No Nearby Competition: No competition of any kind: +2
Supermarkets only competition: +1

4. REPEAT Steps 2 and 3 for the Pharmacy, using Figure 4 as the basis for explanations; and for the Convenience Food Store, using Figure 5 as the basis. Figures 4 and 5 are on pp. 53 and 54, respectively.

5. ASK the students the following questions.

   [You may not have time to use all of the questions; however, you may not have to use all of them. Some of them may be answered in the course of answering others, and there may be additional questions you will want to ask your class. The post-game discussion is intended to be flexible; its purpose is to help the students understand better what went on during the game and what principles the game is intended to demonstrate. In addition, it should help both the students and the teacher evaluate players' performance in the game.]

   a. WERE THERE ANY LOCATIONS IN YOUR TOP THREE THAT WERE NOT AMONG THE RECOMMENDED CHOICES? IF SO, WHAT WERE YOUR REASONS FOR RANKING THEM SO HIGH?

   b. DID YOU ELIMINATE FROM CONSIDERATION ANY LOCATIONS THAT TURNED OUT TO BE AMONG THE TOP THREE? IF SO, FOR WHAT REASONS?

   c. WHAT FACTORS WERE MOST IMPORTANT TO YOU IN CHOOSING A LOCATION? WHY?

   d. WHAT STRATEGY DID YOU USE TO GATHER INFORMATION ABOUT THE VARIOUS SITES? WHAT WERE THE RESULTS OF THIS STRATEGY?

   e. IF YOU PLAYED THE GAME AGAIN, WOULD YOU DO ANYTHING DIFFERENTLY? WHAT? WHY?

   f. WHAT DO THINK IS THE BEST STRATEGY FOR THE GAME?

   g. WHAT REAL-LIFE PERSONS OR THINGS ARE REPRESENTED BY THE FOLLOWING: PLAYERS? INFORMATION SHEETS? TIME UNITS? CHANCE CARDS?

h. WHY COULD YOU ONLY HAVE ONE INFORMATION SHEET AT A TIME? WHAT IS THERE IN THE REAL SITUATION THAT HAS THE SAME EFFECT AS THIS RULE?

i. WHY DIDN'T YOU AUTOMATICALLY GET THE FIRST LOCATION YOU HAD SELECTED? HOW DOES THIS RULE REFLECT WHAT HAPPENS IN THE REAL SITUATION? HOW DID IT AFFECT YOUR PLAYING STRATEGY?

j. WHAT DID YOU LEARN FROM THE GAME ABOUT THE PROCEDURE TO FOLLOW IN CHOOSING A LOCATION FOR A BUSINESS? HOW DOES THIS PROCEDURE RELATE TO THE WAY IN WHICH YOU USUALLY MAKE DECISIONS?

k. DO PEOPLE IN THE REAL SITUATION MAKE THEIR DECISIONS THE WAY THAT PLAYERS IN THE GAME DO? SHOULD THEY?

l. IF YOU WERE IN THE REAL SITUATION, WOULD YOU HAVE DONE WHAT YOU DID IN THE GAME? IF NOT, WHY NOT?

m. WHAT DO YOU THINK ABOUT THE SCORING SYSTEM? IS IT REALISTIC? FAIR?

n. HOW IMPORTANT IS LUCK IN THE GAME? HOW IMPORTANT IS LUCK IN THE REAL SITUATION?

o. WHAT MAKES THE MOST DIFFERENCE IN DETERMINING CHANCES FOR BUSINESS SUCCESS IN THE GAME? WHAT MAKES THE MOST DIFFERENCE IN DETERMINING CHANCES FOR BUSINESS SUCCESS IN THE REAL SITUATION? HAS ANYTHING THAT MATTERS IN THE REAL SITUATION BEEN LEFT OUT OF THE GAME?

Ending the Discussion

Remind the players that the Starting segment is the first part of the game and that, when they play the Running segment, they will run the businesses they have started. Tell the students on what dates the Running segment will be played.

Note: By now you should have scheduled the Running segment (see Planning Ahead: Preparation Required for Module 2.11 on page 59).

Collecting the Playing Materials

At the end of the period, have the players put all of the playing materials and notes in the manila folders and hand them in. After class, you should remove all materials from the folders except the Scoresheets, which will be used in the Running segment of the game. The Information-Gathering Checklist and any notes taken by players can be attached to the Administrator's Tally Sheets; they may be useful in evaluation of the players' performance. The reusable materials should be returned to the set of playing materials for use in future plays of the game.

Evaluating the Players' Performance in the Game

Players' performance in the Starting segment of SBSG 1 should not be evaluated solely on the basis of the Location Score they receive or their amount of Cash on Hand. Two additional criteria should be applied in any evaluation of players' performance:

Strategy Followed in Collecting Information

The ideal strategy for information-gathering is one of initial breadth followed by depth in selected areas. Players should obtain Real Estate Agent information for all or nearly all of the locations. From this information, they should eliminate two or three of the locations. Some additional information should be obtained about the remaining six or seven locations before narrowing the field further. Ultimately, all or nearly all the information available should be obtained on the three final choices. Examination of the Administrator's Tally Sheet will reveal what strategy has been followed in information-gathering, since that sheet contains a record of all sources consulted.

Locations Selected and Reasons for Selection

The locations players select and the order in which they rank them are important indicators of what kind of information-gathering strategy they have followed and how well they have understood and used the information they have obtained. If players use a reasonable strategy and follow the criteria given on their Business Profiles, they should be able to make the correct first choice for their businesses. Their second and third choices should also be correct, although the order may not be. Sometimes a location not among the recommended three may be included in a player's choices. If this location is ranked fourth in the recommended rankings, it may not be a serious error. If it is ranked lower, it indicates that the player has either misinterpreted or not followed the criteria given or that s/he has made her/his decision on the basis of insufficient information. The reasons for a player's ranking of locations will often come out in the post-game discussion; these are relevant to evaluation of a player's performance.

Planning Ahead: Preparations Required for Module 2.11

Allocating Time

Module 2.11, consisting of the Running segment SBSG 1, will last four class periods. It is scheduled to be introduced during Unit 2, The Market is People. However, your preparations for the game should begin long before this point in the course.

At the beginning of the course: Before beginning the course, you should have read the DESCRIPTION OF THE GAME section of the TEACHER'S MANUAL to familiarize yourself in a general way with the game and its Teaching-Learning Objectives.

Two weeks before Module 2.11. Begin preparing yourself to administer the game. Regardless of the size of your class, no additional administrators will be needed for the Running segment of the game.

One week before Module 2.11. Begin preparing the playing materials and the players for the game. Put yourself through a "dry run" of the game.

Preparing Yourself

Your preparation to administer the game should begin two weeks before Module 2.11. At this time, you should read carefully all sections of the TEACHER'S MANUAL dealing with the Running segment of SBSG 1 and examine all playing materials to become familiar with them and make sure that you have a complete set.

About a week before the first day of game play, put yourself through a "dry run" of the game. Read aloud the script provided for introducing the game to the players and practice all of the administrative procedures described to make certain you understand them. Try filling out the players' Weekly Sales Record and Monthly Profit and Loss Statement and using the Multiplication Tables; doing this will make it easier for you to explain them to the players.

Make sure you understand how the game is scored and how the winners are determined. In particular, study the relationship between price and sales in the game and learn the most profitable price for each item (the price that results is the highest gross margin). If you are familiar with these aspects of the game, it will be much easier to conduct the post-game discussion and to evaluate the players' performance in the game.

Determining the Number of Players and Assigning Roles

You will not have to assign roles to students for the Running segment of the game; they will continue in the roles they had during the Starting segment, running the businesses they started. The exception to this rule will be students who were absent for the entire Starting segment; they should be assigned to already existent two-partner businesses for the Running segment.

You should make your preparations for the game session on the basis of the number of students enrolled in the class (i.e., the maximum number that could be present for the game session). There will be no need to divide the class into game groups for the Running segment, regardless of its size. Whether you have six players or thirty-six, they can all play in one group.

Preparing the Playing Materials

After you have determined the maximum number of players to be expected for the game session, you can prepare the playing materials you will need. One set of playing materials provides enough Business Profiles and Multiplication Tables for a maximum of 18 players. If there are more than 18 players in your class, you will have to duplicate additional copies of the Business Profiles and Multiplication Tables. Use the list of playing materials on pages 8 and 9 to determine how many copies of each item you will need.

The players will use the same manila envelopes they used during the Starting segment of the game. Before the first game session, you should place in each envelope the following:

1. the Scoresheet filled out during Starting segment
2. a Business Profile for the appropriate type of business (Note: Make sure it is a Business Profile for the Running segment and not the Starting segment.)
3. four copies of the Weekly Sales Record
4. three copies of the Monthly Profit and Loss Statement
5. a copy of the three Multiplication Tables

Preparing the Players

Units 1 and 2 constitute the main preparation of the players.

At the conclusion of the Starting segment of the game, you should have made it clear that there is a Running segment and that the players would be running the businesses they started.

Module 2.11: Running a Business

Time Required

Four 50-minute class periods

Suggested Sequence and Scope of Class Sessions

Period 1: Introduce the game to the players and begin play of the game.

Period 2: Continue play of the game.

Period 3: Conclude play of the game.

Period 4: Scoring and post-game discussion.

Checklist: Preparations Required for Period 1

TWO WEEKS AHEAD OF TIME:

_____ Re-read carefully the sections of the TEACHER'S MANUAL on the Running segment of SBSG 1.

_____ Examine playing materials for Running segment.

ONE WEEK AHEAD OF TIME:

_____ Have a "dry run" of the Running segment.

_____ Study scoring system of Running segment.

_____ Assemble number of copies of playing materials needed for your group.

_____ Prepare manila envelopes.

_____ Inform players of game date.

THE DAY OF THE GAME SESSION:

_____ Arrange furniture in classroom.

_____ Arrange playing materials on administrator's desk.

Period 1: The Fifth Game Session

Teaching-Learning Activities

1. Introducing SBSG 1, Running segment, to students

2. Beginning play of SBSG 1, Running segment

Time Required

1. Classroom administrative matters (roll-taking, etc.):	5 minutes
2. Introducing SBSG 1, Running segment, to students:	15 minutes
3. Playing SBSG 1, Running segment:	25 minutes
4. Clean-up and collection of playing materials:	5 minutes
Total:	50 minutes

Materials Required

1. One set of Sales Charts for SBSG 1, Running segment

2. One copy of TEACHER'S MANUAL for SBSG 1

3. Manila envelope for each business, prepared as described on pages 60 and 61

4. Enough scratch paper for all students

5. One pencil for each student

Classroom Set-up

1. Furniture. The classroom furniture should be arranged the same way as it was for the Starting segment of the game. If there were two or more playing groups in one room for the Starting segment, they should not be separated for the Running segment, since there will be only one group for this segment.

2. Playing Materials. The following materials should be on the administrator's desk:

   a. Previously prepared manila envelopes containing Scoresheet from Starting segment, Business Profile, Weekly Sales Records, Monthly Profit and Loss Statements, and Multiplication Tables.

   b. TEACHER'S MANUAL

   c. Sales Charts

   Final Score Sheets will not be used during this period.

Introducing the Game to Players

The following script should be used to introduce the game to the players.

1. TELL the class

   TODAY WE ARE GOING TO BEGIN PLAYING THE RUNNING SEGMENT OF SBSG 1. IN THIS PART OF THE GAME, YOU WILL RUN THE BUSINESS YOU STARTED DURING THE STARTING SEGMENT.

   I AM GOING TO DISTRIBUTE THE ENVELOPE WITH THE MATERIALS YOU WILL NEED FOR THIS PART OF THE GAME. WHEN YOU RECEIVE YOUR ENVELOPE, PLEASE DO NOT OPEN IT UNTIL I TELL YOU TO DO SO.

2. DISTRIBUTE envelopes.

3. TELL the class

   OPEN YOUR ENVELOPES AND TAKE OUT THE MATERIALS. YOU SHOULD HAVE:

   a. YOUR SCORESHEET FROM THE STARTING SEGMENT,
   b. A "BUSINESS PROFILE" FOR YOUR BUSINESS FOR THE RUNNING SEGMENT,
   c. FOUR BLANK COPIES OF THE "WEEKLY SALES RECORD",
   d. THREE BLANK COPIES OF THE "MONTHLY PROFIT AND LOSS STATEMENT",
   e. THREE MULTIPLICATION TABLES.

4. ASK the students

   IS THERE ANYONE WHO DOESN'T HAVE ALL OF HIS/HER MATERIALS?

5. TELL the class

   AT THE START OF THE GAME YOU WILL NEED ONLY ONE COPY OF THE "WEEKLY SALES RECORD". PUT ALL BUT ONE OF THESE SHEETS INTO YOUR ENVELOPE.

   [Pause while players do this.]

   LET'S LOOK AT THE "BUSINESS PROFILE" FIRST. YOU SHOULD READ YOUR SHEET SILENTLY WHILE I READ ALOUD.

   BY NOW YOU HAVE CHOSEN A BUSINESS, FOUND A LOCATION FOR IT, SET IT UP, AND DONE THE FIRST ADVERTISING TO LET PEOPLE KNOW ABOUT YOU. YOU ARE ALMOST READY TO OPEN YOUR DOORS.

   OF COURSE, BEFORE YOU OPEN YOU HAVE TO HAVE THINGS TO SELL. YOUR STORE WILL STOCK THE FOLLOWING ITEMS:

THE BOX ON YOUR SHEET LABELED "INVENTORY" SHOWS THE THREE KINDS OF ITEMS YOU WILL STOCK IN YOUR STORE AND THE NUMBER OF UNITS OF EACH ITEM. THE CONVENIENCE FOOD STORES WILL STOCK CANNED AND PACKAGED GOODS, FRESHFOODS, AND SOME NON-FOOD ITEMS. THE PHARMACIES WILL STOCK PRESCRIPTION DRUGS, HEALTH AND BEAUTY AIDS, AND SOME NON-DRUG ITEMS. THE HARDWARE STORES WILL STOCK HAND AND POWER TOOLS, PAINT AND HARDWARE, AND HOUSE AND GARDEN SUPPLIES. EACH STORE WILL HAVE A TOTAL OF 2000 UNITS.

EACH UNIT IS $10.00 WORTH OF AN ITEM. SINCE YOU HAVE TOTAL OF 2000 UNITS OF INVENTORY, YOU HAVE A TOTAL OF $20,000 WORTH OF INVENTORY. YOU MUST SUBTRACT $20,000 FROM THE CASH YOU STARTED WITH.

BEFORE YOU CAN START SELLING, YOU NEED TO SET PRICES FOR YOUR THREE ITEMS. THE PRICE YOU SET IS VERY IMPORTANT. IN GENERAL, THE LOWER THE PRICE, THE MORE PEOPLE WILL BUY; BUT YOU WILL MAKE LESS PROFIT ON EACH UNIT YOU SELL. THE HIGHER THE PRICE, THE LESS YOU WILL SELL; BUT YOU WILL MAKE MORE PROFIT ON EACH UNIT YOU SELL. THE BEST PRICE ALWAYS LIES SOMEWHERE BETWEEN VERY HIGH AND VERY LOW. SOME ITEMS IN SOME STORES ARE SOLD FOR $10.50 PER TEN DOLLAR UNIT. THIS WOULD BE A VERY LOW PRICE. SOME ITEMS IN OTHER STORES GO FOR AS MUCH AS $21.00 PER TEN DOLLAR UNIT. THE BEST PRICE FOR ONE ITEM MAY BE VERY DIFFERENT FROM THE BEST PRICE FOR ANOTHER.

IN THIS PART OF THE GAME, YOU WILL HAVE A CHANCE TO TRY OUT DIFFERENT PRICES FOR YOUR DIFFERENT ITEMS TO FIND OUT WHAT IS THE BEST PRICE FOR EACH. YOU WILL SET A PRICE FOR EACH ITEM, FIND OUT HOW MUCH YOU SOLD, AND THEN RESTOCK YOUR INVENTORY TO SELL AGAIN. THE IDEA IS TO TRY A WIDE RANGE OF PRICES TO FIND THE BEST ONE SO THAT YOU CAN MAKE AS MUCH MONEY AS POSSIBLE ON EACH ITEM YOU STOCK. AT THE END OF THE GAME, THERE WILL BE TWO WINNERS: THE PARTNERSHIP WITH THE MOST MONEY AND THE PARTNERSHIP WITH THE HIGHEST SALES PROSPECTS SCORE.

NOW LET'S LOOK AT THE WEEKLY SALES RECORD.

[Pause a few moments while players get their Weekly Sales Record sheets.]

FILL IN THE TYPE OF YOUR BUSINESS, THE NAME OF YOUR BUSINESS, AND YOUR NAMES ON THE LINES AT THE TOP OF THE SHEET. ON THE LINE LABELED "MONTH #" WRITE "SAMPLE". PUT "GOOD" ON THE LINE LABELED "SALES PROSPECTS". WE WILL DO A SAMPLE SHEET TOGETHER.

[Pause a few moments.]

READ THE ORDER OF PLAY SILENTLY WHILE I READ IT ALOUD.

1. FILL IN THE NAMES OF YOUR THREE ITEMS.

LOOK AT YOUR BUSINESS PROFILE AND WRITE THE NAMES OF YOUR THREE ITEMS ON THE LINES ON THE WEEKLY SALES RECORD.

[Pause.]

2. DECIDE ON A SELLING PRICE FOR EACH ITEM AND PUT IT IN THE SELLING PRICE SPACE FOR THE ITEM.

YOU MAY CHOOSE A SELLING PRICE FOR EACH ITEM BETWEEN $10.50 AND $23.50, IN UNITS OF $.50. IN THIS SAMPLE, THE SELLING PRICE FOR EACH ITEM WILL BE $15.00. WRITE $15.00 ON THE LINE LABELED SELLING PRICE FOR ITEM 1, ITEM 2, AND ITEM 3.

[Pause.]

3. FIND OUT WHAT YOUR SALES WERE THIS WEEK FOR EACH ITEM: TELL ME (or the administrator) YOUR TYPE OF BUSINESS, SALES PROSPECTS, THE WEEK NUMBER, AND THE SELLING PRICE YOU CHOSE FOR EACH OF YOUR THREE ITEMS. I (or the administrator) WILL TELL YOU HOW MANY UNITS OF EACH ITEM YOU SOLD.

WHEN YOU HAVE DECIDED ON YOUR SELLING PRICE, YOU WILL COME TO ME AND SAY, FOR EXAMPLE, "HARDWARE STORE, GOOD PROSPECTS, WEEK #3, $11.50 FOR

TOOLS, $22.50 FOR PAINT AND HARDWARE, $17.00 FOR HOUSE AND GARDEN SUPPLIES". IN THIS SAMPLE, WE WILL SAY THAT YOU SOLD 40 UNITS OF ITEM 1, 17 UNITS OF ITEM 2, AND 131 UNITS OF ITEM 3.

4. FILL IN YOUR SALES FOR EACH ITEM.

ON YOUR WEEKLY SALES RECORD FIND THE SPACE FOR SALES FOR EACH ITEM. WRITE 40 ON THE SALES LINE FOR ITEM 1; 17 ON THE SALES LINE FOR ITEM 2; AND 131 ON THE SALES LINE FOR ITEM 3.

[Pause.]

5. FIGURE OUT GROSS SALES FOR EACH ITEM. MULTIPLY THE SELLING PRICE BY THE SALES.

YOU EACH HAVE THREE MULTIPLICATION TABLES TO MAKE YOUR CALCULATIONS SIMPLER: ONE WILL GIVE YOU GROSS SALES FOR 1-9 UNITS, ONE FOR 10-90 UNITS, AND ONE FOR 100-300 UNITS. YOU CAN USE THESE TABLES TO FIND GROSS SALES FOR ANY NUMBER OF UNITS YOU MAY SELL. TAKE OUT YOUR MULTIPLICATION TABLES AND WE WILL USE THEM TO FIGURE GROSS SALES FOR THE SAMPLE.

[Pause.]

SINCE YOU SOLD 40 UNITS OF ITEM 1, YOU CAN GET GROSS SALES FOR ITEM 1 DIRECTLY FROM THE MULTIPLICATION TABEL FOR 10-90 UNITS. FIND $15.00 IN THE COLUMN LABELED SELLING PRICE. GO ACROSS THE $15.00 ROW UNTIL YOU ARE IN THE COLUMN UNDER 40. 40 X $15.00 = $600.00; GROSS SALES FOR ITEM 1 ARE $600.00. UNDER ITEM 1 ON THE LINE LABELED GROSS SALES, WRITE $600.00.

[Pause.]

YOU SOLD 17 UNITS OF ITEM 2. TO FIND THE GROSS SALES FOR ITEM 2, YOU WILL FOLLOW THESE STEPS:

STEP 1. BREAK 17 INTO TENS AND ONES. 17 = 10 + 7.

6. WRITE on the chalkboard

   17 = 10 + 7

7. TELL the class

   STEP 2. FIND THE GROSS SALES FOR 10 UNITS AT $15.00 SELLING PRICE. TO DO THIS, YOU WILL USE THE MULTIPLICATION TABLE FOR 10-90 UNITS. WHAT ARE THE GROSS SALES FOR 10 UNITS AT $15.00?

8. WRITE on the chalkboard beneath 17 = 10 + 7

   10 x $15.00 = $150.00

9. TELL the class

   STEP 3. FIND THE GROSS SALES FOR 7 UNITS AT $15.00 SELLING PRICE. TO DO THIS, YOU WILL USE THE MULTIPLICATION TABLE FOR 1-9 UNITS. WHAT ARE THE GROSS SALES FOR 7 UNITS AT $15.00?
   [Answer: $105.00]

10. WRITE on the chalkboard beneath other entries

    7 x $15.00 = $105.00

11. TELL the class

STEP 4. ADD THE TWO TOGETHER TO FIND THE GROSS SALES FOR 17 UNITS AT $15.00. WHAT IS THE ANSWER?
[Answer: $255.00]

12. WRITE on the chalkboard beneath other entries

17 x $15.00 = $255.00

13. TELL the class

DOES EVERYONE UNDERSTAND HOW TO USE THE MULTIPLICATION TABLES?

[If anyone does not, work the example for Item 3 with the class. Otherwise, let the players work out Item 3 themselves and have someone write the claculations on the chalkboard, following the procedures you used above for Item 2.]

WHAT ARE THE GROSS SALES FOR ITEM 3?
[Answer: $1965.00]

WE ARE NOW AT NUMBER 6 ON THE ORDER OF PLAY.

6. REPLACE THE INVENTORY OF EACH ITEM YOU SOLD AND FIGURE OUT THE COST OF INVENTORY: MULTIPLY THE COST PER UNIT ($10.00) BY THE SALES.

IN THIS GAME YOU ALWAYS REPLACE ALL OF THE INVENTORY YOU SELL AT THE END OF THE WEEK. BRING DOWN THE FIGURE YOU HAVE ON THE LINE MARKED SALES AND MULTIPLY YOUR SALES FOR $10.00 TO GET YOUR COST OF INVENTORY.

[Pause.]

WHAT IS THE COST OF INVENTORY FOR ITEM 1?
[Answer: $400]

FOR ITEM 2?
[Answer: $170]

FOR ITEM 3?
[Answer: $1310]

7. FIGURE OUT GROSS MARGIN FOR EACH ITEM: SUBTRACT THE COST OF INVENTORY FROM GROSS SALES.

GO AHEAD AND SUBTRACT COST OF INVENTORY FROM GROSS SALES.

[Pause.]

WHAT GROSS MARGIN DID YOU GET FOR ITEM 1?
[Answer: $200]

FOR ITEM 2?
[Answer: $85]

FOR ITEM 3?
[Answer: $655]

8. FIGURE OUT THE TOTAL WEEK'S GROSS MARGIN: ADD THE GROSS MARGINS OF YOUR THREE ITEMS.

GO AHEAD AND ADD UP YOUR GROSS MARGINS.

[Pause.]

WHAT DID YOU GET?
[Answer: $940]

ARE THERE ANY QUESTIONS ABOUT THE WEEKLY SALES RECORD?

[After question have been answered, continue by saying:]

TAKE A BLANK WEEKLY SALES RECORD OUT OF YOUR ENVELOPE. FILL IN THE NAMES OF YOUR THREE ITEMS, AND BEGIN WITH THE FIRST WEEK. FOLLOW THE ORDER OF PLAY ON THE WEEKLY SALES RECORD. DO AS MANY WEEKS AS YOU CAN BEFORE THE END OF THE PERIOD.

Administering the Game

Your only administrative duty during the Running Segment of the game will be to tell the players their sales from the Sales Chart. The Directions for Using Sales Charts tell you how much to add to or subtract from the sales figures for each round. Be sure to add or subtract the right figure also be sure to use the right Sales Chart for the player's Sales Prospects.

Managing the Game Session

It should take about 20 minutes to introduce the game to the players. After the game is introduced, the players should be allowed to finish as many weeks as they can before the end of the period. They must stop at the end of the fourth week; however, it is not likely that anyone will complete four weeks during the first period. Most students will probably finish two weeks. Seven minutes before the end of the period, announce that you will no longer give out sales figures. Five minutes before the end of the period, stop the play of the game. Have the players put all of their playing materials and notes in their envelopes and hand them in.

Checklist: Preparations Required for Period 2

THE DAY BEFORE THE GAME SESSION:

_____ Re-read section of TEACHER'S MANUAL dealing with Period 2.

THE DAY OF THE GAME SESSION:

_____ Put List of Fixed Costs on chalkboard.

_____ Arrange classroom furniture.

_____ Arrange playing materials on administrator's desk.

Period 2: The Sixth Game Session

Teaching-Learning Activity

Play of SBSG 1, Running segment

Time Required

1. Classroom administrative matters (roll-taking, etc.):	5 minutes
2. Playing SBSG 1, Running segment:	40 minutes
3. Clean-up and collection of materials	5 minutes
TOTAL:	50 minutes

Materials Required

Same as for Period 1

Classroom Set-up

1. Furniture. Same as Period 1.
2. Chalkboard. Before class, put the following List of Fixed Costs on the chalkboard (see page 77).

List of Fixed Costs

Monthly Expenses

1. Payroll		
Owners' Salaries	$1200.00	
Employee's Salary (part-time)	150.00	
FICA (employer's contribution)	80.00	
Total Payroll		$1,430.00
2. Utilities (light and heat)		40.00
3. Telephone		23.00
4. Office supplies		20.00
5. Loan payment		50.00

Monthly Liabilities (Monthly portion of quarterly, semi-annual, annual expenses for which cash must be budgeted)

6. Payroll taxes (Workmen's Compensation, Federal and State Unemployment Insurance)	70.00
7. Other taxes (Property tax)	5.00
8. Licenses	2.00
9. Insurance	10.00
10. Legal and Accounting Fees	50.00
Total Monthly Fixed Costs	$1,700.00

Playing Materials

Same as for Period 1.

Distributing Playing Materials

As soon as players are in their places and roll has been taken, hand out the manila envelopes.

Administering the Game

Administrative procedure will be the same as for Period 1.

Stop the players when they finish their fourth week.

1. TELL the class

   NOW WE WILL FIGURE HOW MUCH IT COST YOU TO RUN YOUR BUSINESS FOR A MONTH. TAKE OUT OF YOUR ENVELOPE THE MONTHLY PROFIT AND LOSS STATEMENT, AND YOUR SCORESHEET FROM THE STARTING SEGMENT OF THE GAME.

   [Pause while players do this.]

   FILL IN THE INFORMATION AT THE TOP OF THE MONTHLY PROFIT AND LOSS STATEMENT. FIND YOUR CASH ON HAND AND SALES PROSPECTS SCORE ON YOUR SCORESHEET. PUT THESE NUMBERS ON THE LINES LABELED CASH ON HAND AND SALES PROSPECTS SCORE.

   [Pause.]

   NOW READ THE DIRECTIONS FOR FILLING OUT MONTHLY P & L STATEMENT SILENTLY WHILE I READ THEM ALOUD.

1. FILL IN WEEKLY GROSS MARGINS FROM WEEKLY SALES RECORDS.

2. ADD TO GET TOTAL GROSS MARGIN FOR THE MONTH.

GO AHEAD AND FILL IN YOUR WEEKLY GROSS MARGINS AND ADD THEM UP.

[Pause.]

3. FILL IN YOUR RENT.

YOU WILL FIND YOUR MONTHLY RENT ON YOUR SCORESHEET FROM THE STARTING SEGMENT. FILL IT IN.

[Pause.]

4. DECIDE ON AMOUNT TO SPEND ON ADVERTISING.

THIS IS THE ONLY CHANCE YOU HAVE TO IMPROVE YOUR SALES PROSPECTS. LOOK AT THE ADVERTISING CHART IN THE BOTTOM LEFT-HAND CORNER TO FIGURE OUT HOW MUCH YOU WANT TO SPEND. THEN FILL IN THAT AMOUNT.

[Pause.]

5. ADD EXPENSES TO GET TOTAL EXPENSES.

ADD THE FIGURES FOR FIXED COSTS, RENT, AND ADVERTISING. THE CHART ON THE CHALKBOARD LISTS THE ITEMS INCLUDED UNDER FIXED COSTS.

[Read the chart aloud.]

FIXED COSTS ARE THE SAME EVERY MONTH. RENT IS ALSO A FIXED COST, BUT ADVERTISING IS NOT -- IT CAN CHANGE EVERY MONTH.

[Pause while players add their expenses.]

6. SUBTRACT TOTAL EXPENSES FROM TOTAL GROSS MARGIN TO GET NET PROFIT OR LOSS.

GO AHEAD AND FIGURE OUT YOUR NET PROFIT OR LOSS.

[Pause.]

WHO MADE A PROFIT? WHO TOOK A LOSS? VERY FEW BUSINESSES MAKE A PROFIT IN THEIR FIRST MONTH. IF YOU MADE A PROFIT OR BROKE EVEN, YOU HAVE DONE VERY WELL.

7. FIND NEW CASH ON HAND.

FIRST, ON THE LINE LABELD CASH ON HAND PUT THE AMOUNT YOU RECORDED AT THE TOP OF THE SHEET. ADD YOUR PROFIT OR SUBTRACT YOUR LOSS TO GET YOUR NEW CASH ON HAND.

[Pause.]

8. FIGURE OUT NEW SALES PROSPECTS SCORE.

ON THE LINE LABELED SALES PROSPECTS SCORE THIS MONTH PUT THE NUMBER YOU RECORDED AT THE TOP OF THE SHEET. GET THE EFFECT OF ADVERTISING ON SALES PROSPECTS SCORE FROM THE ADVERTISING CHART AND ADD TO GET A NEW SALES PROSPECTS SCORE.

[Pause.]

9. USE SALES PROSPECTS CHART TO FIND NEW SALES PROSPECTS.

USE YOUR SALES PROSPECTS SCORE AND THE CHART TO FIND YOUR NEW SALES PROSPECTS.

ARE THERE ANY QUESTIONS? [Pause.] GO AHEAD NOW AND RUN YOUR BUSINESSES FOR AS MANY MORE WEEKS AS YOU CAN THIS PERIOD.

Managing the Game Session

It should take about 10 minutes to explain the Monthly Profit and Loss Statement. The rest of the time in the period should be used for playing the game. By the end of the period, players should have finished at least the first week of the second month.

Seven minutes before the end of the period, announce that you will no longer give out sales figures. Five minutes before the end of the period, stop the play of the game. Have the players put all of their playing materials and notes in their envelopes and hand them in.

Checklist: Preparations Required for Period 3

THE DAY BEFORE THE GAME SESSION:

_____ Re-read the section of the TEACHER'S MANUAL dealing with Period 3.

THE DAY OF THE GAME SESSION:

_____ Put List of Fixed Costs on chalkboard.

_____ Arrange classroom furniture.

_____ Arrange playing materials on administrator's desk.

Period 3: The Seventh Game Session

Teaching-Learning Activity

Play of SBSG 1, Running segment

Time Required

1. Classroom administrative matters (roll-taking, etc.):	5 minutes
2. Playing SBSG 1, Running segment:	40 minutes
3. Clean-up and collection of materials:	5 minutes
Total:	50 minutes

Materials Required

Same as for Period 1

Classroom Set-up

1. Furniture. Same as for Period 1.
2. Chalkboard. Before class, put List of Fixed Costs on the chalkboard.
3. Playing Materials. Same as for Period 1.

Distributing Playing Materials

As soon as players are in their places and roll has been taken, hand out the manila envelopes.

Administering the Game

Administrative procedures will be the same as for Period 1.

Managing the Game Session

This period will be spent entirely in playing the game. Players should complete the third month of running their businesses by the end of the period. If very few or none of the students in the class have reached this point by the end of the period, continue play of the game during the fourth period. If play continues into the fourth period, you may need to use an extra half-period to finish the post-game discussion. If there are only a few students who have not finished the third month by the end of the third period, schedule a time outside of class for them to finish.

Seven minutes before the end of the period, announce that you will no longer give out sales figures. Five minutes before the end of the period, stop the play of the game. Have the players put all of their playing materials and notes in their envelopes and hand them in.

Checklist: Preparations Required for Period 4

THE DAY BEFORE THE GAME SESSION:

_____ Re-read the section of the TEACHER'S MANUAL dealing with Period 4.

_____ Become familiar with the best selling prices for the items sold.

THE DAY OF THE GAME SESSION:

_____ Arrange furniture in classroom.

_____ Arrange playing materials on administrator's desk.

_____ Write List of Fixed Costs and list of businesses on chalkboard.

Period 4: The Post-game Discussion

Teaching-Learning Activities

1. Finishing SBSG 1, Running segment

2. Post-game discussion of SBSG 1, Running segment

Time Required

1. Classroom administrative matters (roll-taking, etc.):	5 minutes
2. Ending and discussing SBSG 1, Running segment:	40 minutes
3. Clean-up and collection of materials:	5 minutes
Total:	50 minutes

Materials Required

Same as for Period 1, plus one copy of the Final Score Sheet for each business.

Classroom Set-up

1. Furniture. Same as for Period 1.

2. Chalkboard. Before class, put the following on the chalkboard.
    a. List of Fixed Costs
    b. A list of the businesses

3. Playing Materials. Same as for Period 1, plus Final Score Sheets.

Distributing Playing Materials

As soon as players are in their places and roll has been taken, hand out the manila envelopes.

Playing the Game

If the players have not yet finished the third month of running their businesses, continue playing until everyone has done so.

Ending and Scoring the Game

When everyone has finished the third month, stop play of the game. Distribute Final Score Sheets, one to each business. Then continue with the following script:

1. TELL the class

   I HAVE NOW GIVEN EACH BUSINESS A "FINAL SCORE SHEET". FILL IN THE INFORMATION AT THE TOP OF THE SHEET.

   [Pause while players do this.]

   FILL IN YOUR PROFITS FOR "MONTHS 1, 2, AND 3", AND ADD TO GET NET PROFIT. FOR MONTHS IN WHICH YOU DID NOT HAVE A PROFIT, WRITE ZERO.

   [Pause.]

   FILL IN YOUR LOSSES FOR "MONTHS 1, 2, AND 3", AND ADD TO GET NET LOSS. FOR MONTHS IN WHICH YOU DID NOT HAVE A LOSS, WRITE ZERO.

   [Pause.]

CHECK YOUR ENTRIES FOR EACH MONTH TO MAKE SURE THEY ARE CORRECT. FOR EXAMPLE, IF YOU HAD A NET LOSS OF $200 IN "MONTH 1", YOU SHOULD HAVE A ZERO FOR "MONTH 1" UNDER "NET PROFIT" AND $200 UNDER "NET LOSS". IF YOU BROKE EVEN IN "MONTH 2" -- THAT IS, HAD NEITHER A PROFIT NOR A LOSS, YOU CHOULD HAVE A ZERO FOR "MONTH 2" UNDER "NET PROFIT" AND "NET LOSS". IF YOU HAD A $50 PROFIT IN "MONTH 3", YOU SHOULD HAVE $50 UNDER "NET PROFIT" AND A ZERO UNDER "NET LOSS".

IF YOUR NET PROFIT IS GREATER THAN YOUR NET LOSS, SUBTRACT YOUR NET LOSS FROM YOUR NET PROFIT TO GET TOTAL NET PROFIT. IF YOUR NET LOSS IS GREATER THAN YOUR NET PROFIT, SUBTRACT YOUR NET PROFIT FROM YOUR NET LOSS TO GET TOTAL NET LOSS.

[Pause.]

FILL IN YOUR "FINAL SALES PROSPECTS SCORE". THE "NEW SALES PROSPECTS SCORE" YOU HAD AT THE END OF "MONTH 3" IS YOUR "FINAL SALES PROSPECTS SCORE".

Determining the Winners

When everyone has finished filling out his/her Final Score Sheet, ask each business for its total net profit or loss and final Sales Prospects Score. Write whese figures on the chalkboard. Then announce the two winners -- the business with the highest profit and the business with the highest Sales Prospects Score (provided it has broken even or made a profit). (Note: It is possible for one business to have both the highest profit and the highest Sales Prospects Score. In this case, there would be only one winner.)

Discussing the Game

Ask each of the businesses what it thinks the best selling prices are for the three items it sold. Then, tell the players what the best prices are. Figure 6 on the next page lists the best selling price for each item at each level of Sales Prospects.

Figure 6. Best Selling Prices*

Convenience Food Store

	Sales Prospects					
	Poor	Fair	Good	Very Good	Excellent	Super
Canned & Packaged Goods	$12.50	$12.50	$12.50	$12.50	$12.50	$12.50
Fresh Foods	$14.00	$14.50	$14.50	$14.50	$15.00	$15.00
Non-Foods	$13.50	$13.50	$13.50	$13.50	$14.00	$14.00

Hardware Store

	Sales Prospects					
	Poor	Fair	Good	Very Good	Excellent	Super
Hand & Power Tools	$16.00 $16.50	$16.50	$16.50	$16.50 $17.00	$17.00	$17.00
Paint & Hardware	$14.00	$14.00 $14.50	$14.50	$14.50	$14.50	$14.50
House & Garden Supplies	$13.00	$13.00	$13.00	$13.00	$13.00 $13.50	$13.50

Pharmacy

	Sales Prospects					
	Poor	Fair	Good	Very Good	Excellent	Super
Prescription Drugs	$15.50	$15.50	$15.50	$15.50	$15.50	$16.00
Health & Beauty Aids	$12.00	$12.00	$12.00	$12.00	$12.00	$12.00
Non-Drugs	$13.50 $14.00	$14.00	$14.00	$14.00	$14.00	$14.00 $14.50

* The "Best Selling Prices" are those which result in the highest gross margin for each item.

Continue with the following discussion questions. You may not have time to cover all of the questions; if time is limited, use only those questions you feel are most relevant to your class. If time is very limited, continue the discussion at the beginning of the next class period.

1. What strategy did you use to find the right price?

2. Would you change your strategy if you could play the game again? If so, how?

3. Do you think real businesspersons use that strategy to set prices?

   [They don't -- most businesspersons use prices suggested by retailers, set an overall store markup, etc.]

4. What did you learn about pricing? What effects do higher and lower prices have on sales?

5. What does the Sales Chart represent in the real world?

   [Consumer buying at different prices.]

6. What amounts did you pay the most attention to in the game?

   [They should have concentrated on gross margin.]

7. Do you think a real business would do as well as you did in its first year?

8. How much was luck a factor in the game? How much is it a factor in real life?

9. In this game you could improve your sales prospects with advertising. How would this work in the real world?

10. What did you learn about recordkeeping and planning ahead?

11. How is the real world different from the game?

12. What was the main thing you learned from the game?

Potential Problem and Suggested Solution

Players finishing early. Some players may finish the third month long before the rest of the class. If they wish, they can play additional weeks and try out crazy selling prices to see what happens. The additional weeks would not be counted on their final scores.

Collecting the Playing Materials

At the end of the period, have the players put all of their playing materials and notes in their envelopes and hand them in. The Weekly Sales Records, Monthly Profit and Loss Statements, and notes can be attached to the Final Score Sheet for use in evaluating players' performance in the game. Reuseable materials should be returned to the set of playing materials for use in future plays of the game.

Evaluating the Players' Performance in the Game

Players' performance in the Running segment of SBSG 1 should not be evaluated solely on the basis of profit made and final Sales Prospects Score. Three additional criteria should be applied in any evaluation of players' performance:

Correctness of Sales Price

One basis for the evaluation of a players' performance is whether or not he or she arrived at the most profitable selling price for each item and at what point in the game he or she was able to do so. This information can be obtained from the Weekly Sales Records. A variation of 50¢ on either side of the most profitable selling price is not significant, since it may be accounted for by weekly fluctuations in sales and changes in the players' Sales Prospects.

Stategy Used to Determine Correct Sales Price

A check of the Weekly Sales Records will reveal whether a player has used a definite strategy to determine correct selling prices or has tried to discover them by guessing.

Achievement of Educational Objectives

The post-game discussion will be most helpful in determining to what extent students have achieved the Teaching-Learning Objectives listed on page 2.

GAME MATERIALS

BUSINESS PROFILE: CONVENIENCE FOOD STORE

You are about to open a convenience food store. You have checked economic conditions, and it seems to be a good time to start a business. You have decided to form a partnership; you and your partner have $16,000 to invest in the business. In addition, the bank has granted you a loan of $14,000, giving you a total of $30,000 with which to start your convenience food store.

You have decided to locate in Brentwood, a neighborhood with its own business district. Now you are ready to find out about the stores for rent in that area and decide which one is best for your convenience food store.

You plan to carry canned and packaged goods, fresh foods, and non-food items (magazines, newspapers, toys, etc.). You plan to be a neighborhood store, staying open from 7:00 a.m. to 11:00 p.m. daily.

You have read several publications about starting and running a convenience food store and have sought advice from successful convenience food store owners. From these sources you have learned the following about choosing a location:

A good location for a convenience food store is usually in or near a residential neighborhood. You do not need to be on a busy street, but there should be some foot traffic. A location near a school is good, since students will buy soft drinks and snack foods at lunch and after school. A neighborhood where many people do not have cars is good because these people cannot travel long distances to make small food purchases. For your customers who do drive, there should be parking in front of your store.

A corner location is an advantage, since it is easy to see and reach from all directions. In fact, corner locations are often the only ones zoned for retail business in residential areas. You should not lcoate near other convenience food stores, but a supermarket nearby may not be a problem, since you serve different needs. The building should have electrical wiring for refrigerated display cases.

You will need about 3,000 square feet of space. You should probably pay about $200 - $300 rent per month.

* * * * * *

Some of the characteristics of a good location for a convenience food store are listed below:

--In a residential neighborhood.
--No other convenience food stores nearby.
--Wiring for refrigerated display cases.
--Rent of $200-$300.
--In a neighborhood of non-drivers.
--On a corner.
--Some parking in front of store.
--Approximately 3,000 square feet of space.
--Near a school.
--Some foot traffic.

You probably will not find a location with all of these features, but you should choose one with as many of them as possible.

BUSINESS PROFILE: HARDWARE STORE

You are about to open a hardware store. You have checked economic conditions, and it seems to be a good time to start a business. You have decided to form a partnership; you and your partner have $16,000 to invest in the business. In addition, the bank has granted you a loan of $14,000, giving you a total of $30,000 with which to start your hardware store.

You have decided to locate in Brentwood, a neighborhood with its own business district. Now you are ready to find out about the stores for rent in that area and decide which one is best for your hardware store.

You plan to carry hand and power tools (hammers, wrenches, lawnmowers, power saws, etc.), paint and hardware (glass, plumbing and electrical supplies, brushes, nails and screws, etc.), and house and garden supplies (cookware, appliances, garden tools, fertilizer, seeds, etc.).

You have read several publications about starting and running a hardware store and have sought advice from successful hardware store owners. From these sources you have learned the following about choosing a location:

A hardware store should be near busy and successful retail stores and services. Many customers who shop at other stores nearby will stop at your store on the same trip. However, you should not be near other hardware stores or any stores that sell the same things you do.

Most of your customers will probably drive to your store, so you will need a parking lot. Your store should be on a well-traveled street and should be visible and easy to reach from both directions. You should make sure that you will be able to put up signs that can be easily seen from both directions on the street.

You can afford $350 - $500 monthly rent. You may be able to rent a store in a lightly-traveled area for less, if you are willing to spend more on advertising to make up for being less visible. A store with about 4,000 square feet of space would be best for you, but you could get along with less space.

A neighborhood of houses is better for a hardware store than a neighborhood of apartments, since people who live in houses do more building, fixing, and gardening. Middle income areas are generally best.

* * * * *

Some of the characteristics of a good location for your hardware store are listed below:

--In a neighborhood of houses.
--Parking lot.
--No nearby competitors.
--Near other stores and services.
--Visible in both directions.
--Approximately 4,000 square feet of space.
--On a well-traveled street.
--Can be reached from both directions.
--Rent of $350 - $500.
--Middle income area.

You probably will not find a location with all of these features, but you should choose one with as many of them as possible.

BUSINESS PROFILE: PHARMACY

You are about to open a pharmacy. You have checked economic conditions, and it seems to be a good time to start a business. You have decided to form a partnership; you and your partner have $16,000 to invest in the business. In addition, the bank has granted you a loan of $14,000, giving you a total of $30,000 with which to start your pharmacy.

You have decided to locate in Brentwood, a neighborhood with its own business district. Now you are ready to find out about the stores for rent in that area and decide which one is best for your pharmacy.

In addition to prescription drugs, you plan to carry health and beauty aids (non-prescription drugs, shampoo, cosmetics, etc.), and non-drug items (tobacco, candy, newspapers and magazines, school supplies, etc.).

You have read several publications about starting and running a pharmacy and have sought advice from successful pharmacists. From these sources you have learned the following about choosing a location:

Corner locations are good for pharmacies, since they are easy to see and easy to reach from several directions. Well-traveled streets with public transportation and plenty of pedestrian traffic are best.

The conditon of the building is important; no one likes to shop in a run-down pharmacy. There must be hot and cold running water for the prescription area, and wiring for a refrigerator. You may be able to rent a building cheaply if it needs repairs or remodeling and you are willing to pay for them. You will need about 3,500 square feet of space, and you should plan to pay a rent of $250-$300 per month.

Successful pharmacies are often located near medical services, such as buildings containing doctors' offices. (Hospitals usually have their own pharmacies.) You should avoid competitors of all kinds -- both other pharmacies and stores that specialize in your non-drug merchandise -- but you should try to locate near busy and prosperous stores that are not competitors.

A location in or near a high-density neighborhood -- one with many apartment buildings -- will usually provide the most business, since most of your customers will come from the area of your store. You will have more prescription business in a neighborhood with many old people.

* * * * *

Some of the characteristics of a good location for a pharmacy are listed below:

--No nearby competitors.
--Near medical services.
--Near busy, prosperous stores.
--On a well-traveled street, with plenty of foot traffic.
--Corner location.
--Adequate water and electrical wiring.
--Near public transportation.
--Building in good condition.
--In a high-density neighborhood.
--In a neighborhood with many old people.
--Rent of $250 - $350.
--Approximately 3,500 square feet of space.

You probably will not find a location with all of these features, but you should choose one with as many of them as possible.

List of Business Sites for Rent

The Classified Ads section of the metropolitan newspaper contains the following advertisements for business sites for rent in the Brentwood area.

Location #1: "For rent immediately, choice retail site. Ground level. 3900 sq. ft. Brentwood area. Call 883-3104. Sanssouci Realty."

Location #2: "Brentwood. Now available. Exciting store building 3500 sq. ft. For details, call Rauber Realtors, 344-4040."

Location #3: "3800 sq. ft. of beautiful retail space in Brentwood area. Handled exclusively by Schick Realty, 837-1481."

Location #4: "3500 sq. ft. of selling space at street level. Brentwood. Offered by Hurok Realtors, 666-6666."

Location #5: "Exceptional opportunity for retail store seeking location. 3000 sq. ft. Brentwood area."

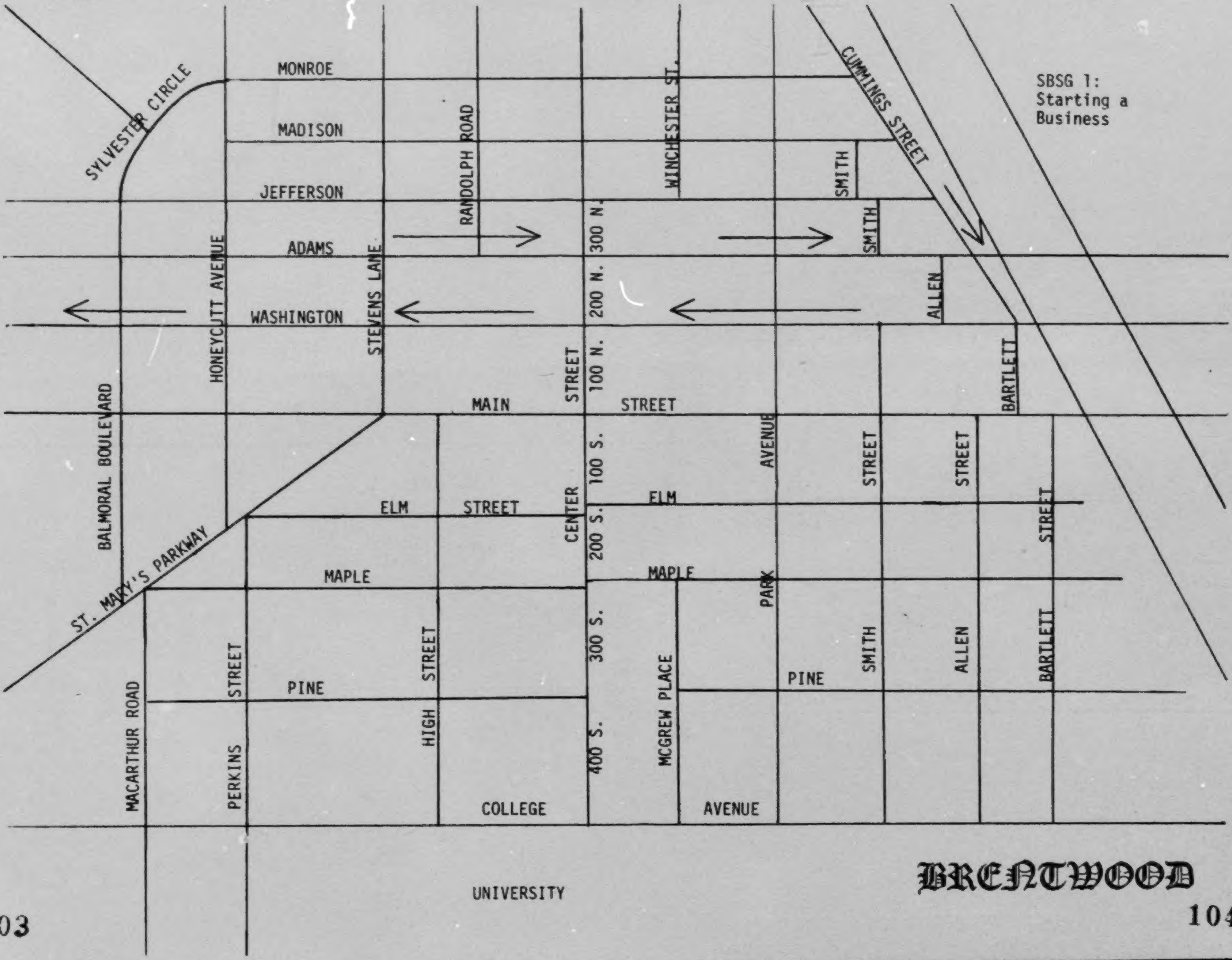
Location #6: "Call today. 3700 sq. ft. Available immediately. Brentwood area. R.O. Fennemayer Realty. 344-1178."

Location #7: "Prime location in Brentwood district. Suitable for retail store. 4000 sq. ft. 883-3104."

Location #8: "3500-5000 sq. ft. Brentwood. See to believe. A Schick Agency exclusive. 837-1481."

Location #9: "4000 sq. ft. of store waiting for an entrepreneur. Brentwood area. Call 666-6666."

SBSG 1:
Starting a
Business


MONROE
MADISON
JEFFERSON
ADAMS
WASHINGTON
MAIN STREET
MAIN STREET
ELM STREET
ELM
MAPLE
MAPLE
PINE
PINE
COLLEGE AVENUE
UNIVERSITY
SYLVESTER CIRCLE
BALMORAL BOULEVARD
ST. MARY'S PARKWAY
HONEYCUTT AVENUE
STEVENS LANE
RANDOLPH ROAD
CENTER STREET
300 N.
200 N.
100 N.
100 S.
200 S.
300 S.
400 S.
WINCHESTER ST.
CUMMINGS STREET
SMITH
SMITH
SMITH STREET
ALLEN
ALLEN STREET
BARTLETT
BARTLETT STREET
PARK AVENUE
MCGREW PLACE
MACARTHUR ROAD
PERKINS STREET
HIGH STREET

BRENTWOOD

INSTRUCTIONS FOR INFORMATION-GATHERING

A. Each partnership will have 160 time units to spend in gathering information. You should use all of your time units; there's no advantage in saving them up or using fewer of them.

B. There are eight sources of information for each location. You must spend a certain number of time units to get information from each source. The following list tells us what the sources are and how many time units you must spend to get information from them:

Source of Information	Time Units
Real Estate Agent	1
Drive Past Location	2
Personal Inspection of Building	4
Walking Tour of Neighborhood	4
City Planning Office	4
Visit with Former Tenant	8
Visits with Neighbors	10
Repeated Visits to Location	10

The Real Estate Agent will give you the information you could get by calling the real estate agent listed in a classified ad for a business site for rent -- the address of the site, the rent, and the length of the lease. The information will be on a slip of paper which you may keep. You must get the Real Estate Agent information for a location before you can get any other information sheets for that location.

The Drive Past Location will give you the information you could get by driving past the location in your car. This information is in the form of a detailed map of the area around the store for rent.

The rest of the information about the specific location is in the form of information sheets. The Personal Inspection of Building will give you the facts you could discover by going inside the building and looking around. Walking Tour of Neighborhood will tell you the things you could find out by walking around the area of the store. Repeated Visits to Location will give you information you could get by returning to the area several times to make observations. Visit with Former Tenant will give you the facts you could find out by visiting and talking to the last person to do business at the site. Visits with Neighbors will tell you the things you could find out by talking to neighboring businesspersons, residents of the area, and people on the street. The City Planning Office will give you information about zoning and plans for urban renewal or construction in the area.

C. You can also get information from the Chamber of Commerce about the entire Brentwood area. This information is in the form of maps. For 8 time units, you can get 4 maps showing crime rates, bus routes, age and family status of residents, and average income of residents in different parts of Brentwood.

D. You will discover that some locations are in need of repairs -- repainting, rewiring, and so forth. In some cases, the owner of the building will make the repairs; in others, the tenant must make them. If you rent a building which you are required to repair, you will have to pay for the repairs. In this game, it will cost $250 to repaint a building, $100 to replaster, $250 for new flooring, $100 for new windows, $100 for extermination, $250 for extra plumbing, and $500 for structural changes to a building. The amount you must pay for insurance will vary, depending on the crime rate in the area where you locate -- $200 if the crime rate is low, $300 if it is medium, and $400 if it is high.

INFORMATION-GATHERING CHECKLIST

Type of Business: ______________________________

Name of Business: ______________________________

Partners' Names : ______________________________

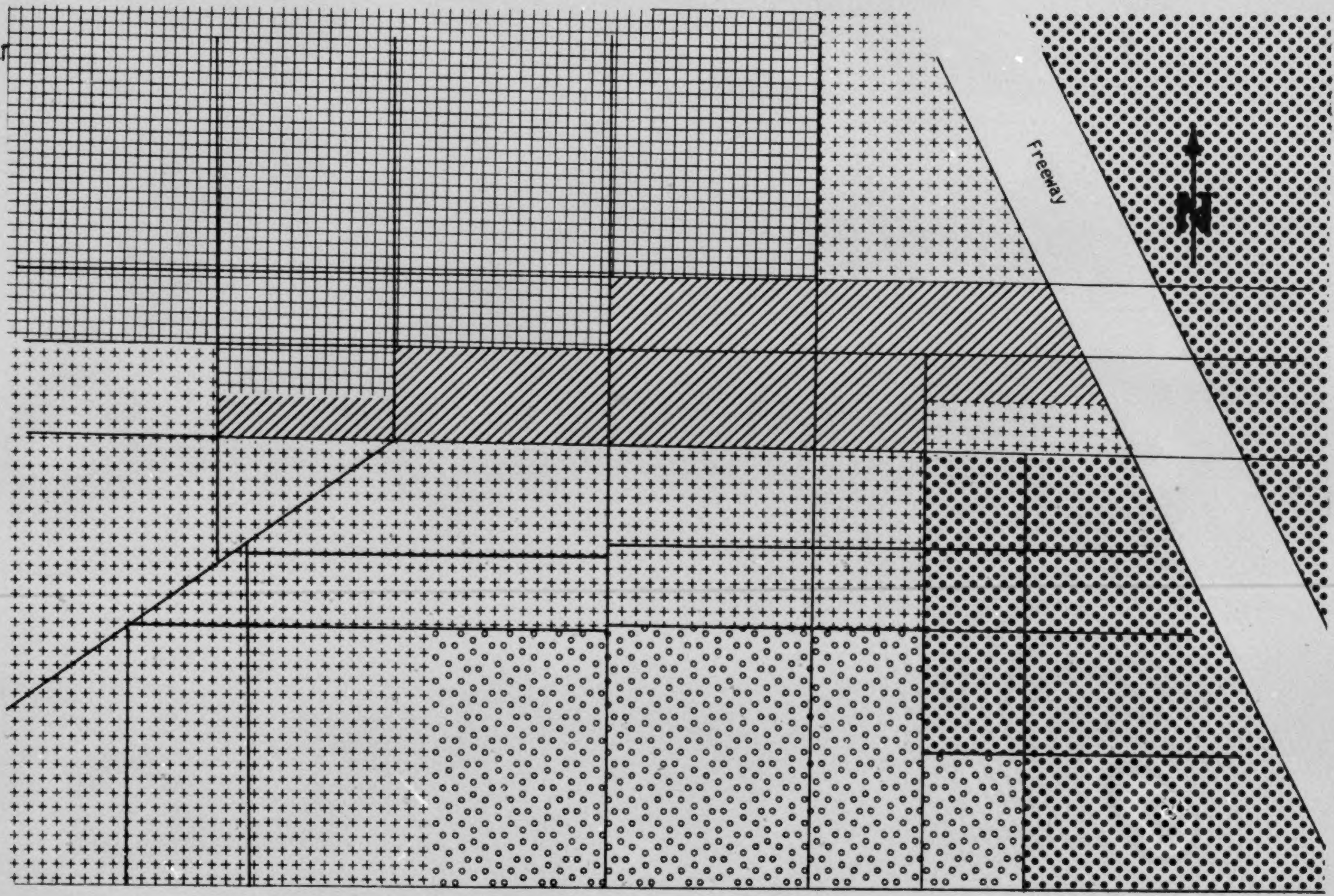
Time Units Used : ______________________________

Sources Used	Notes
Location #1 _____Real Estate Agent _____Drive Past Location _____Personal Inspection of Building _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	
Location #2 _____Real Estate Agent _____Drive Past Location _____Personal Inspection of Building _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	
Location #3 _____Real Estate Agent _____Drive Past Location _____Personal Inspection of Building _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	
Location #4 _____Real Estate Agent _____Drive Past Location _____Personal Inspection of Building _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	

Information-Gathering Checklist
(Page 2)

Sources Used	Notes
Location #5 _____Real Estate Agent _____Drive Past Location _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	
Location #6 _____Real Estate Agent _____Drive Past Location _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	
Location #7 _____Real Estate Agent _____Drive Past Location _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	
Location #8 _____Real Estate Agent _____Drive Past Location _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	
Location #9 _____Real Estate Agent _____Drive Past Location _____Walking Tour of Neighborhood _____City Planning Office _____Visit with Former Tenant _____Visits with Neighbors _____Repeated Visits to Location	

_____ Set of 4 Chamber of Commerce maps



Old, Single; Families of All Ages ⁙

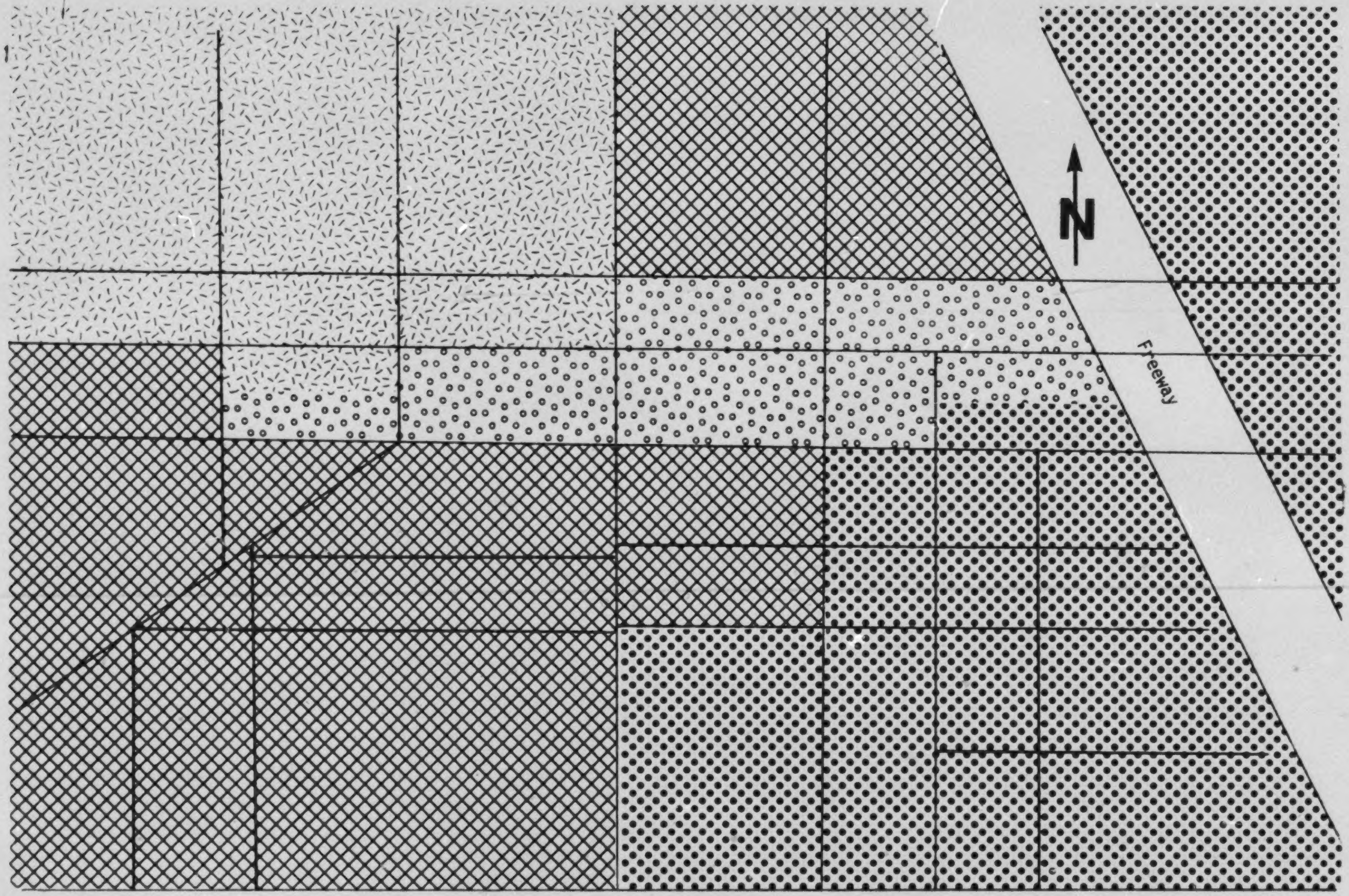
Starting a Business (SBSG 1&2)
AVERAGE AGE AND FAMILY STATUS

Young, Single ⁘

Middle-Aged and Old Families ⊞

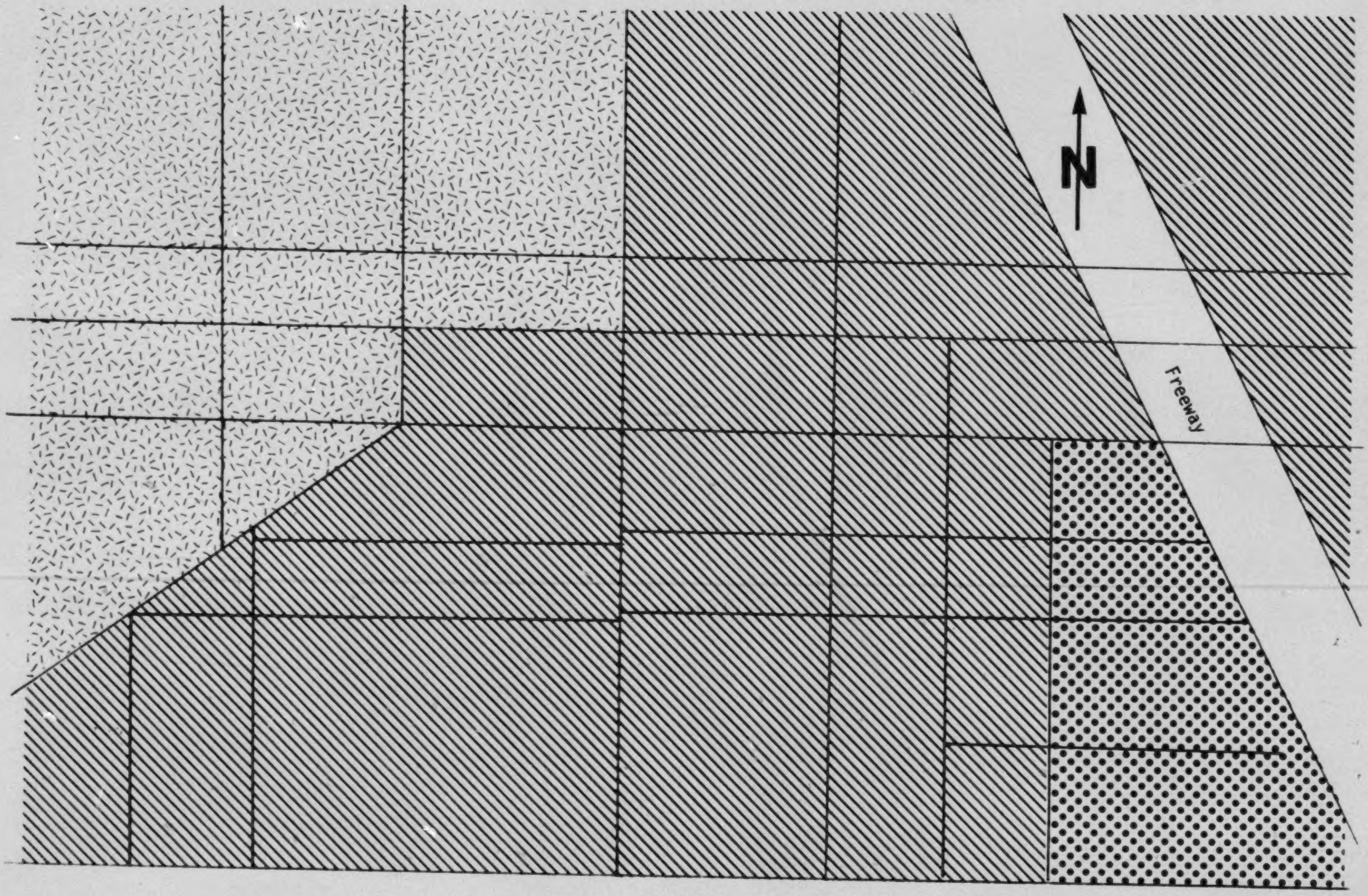
Business District ▨

Young and Middle-Aged Families ⁜



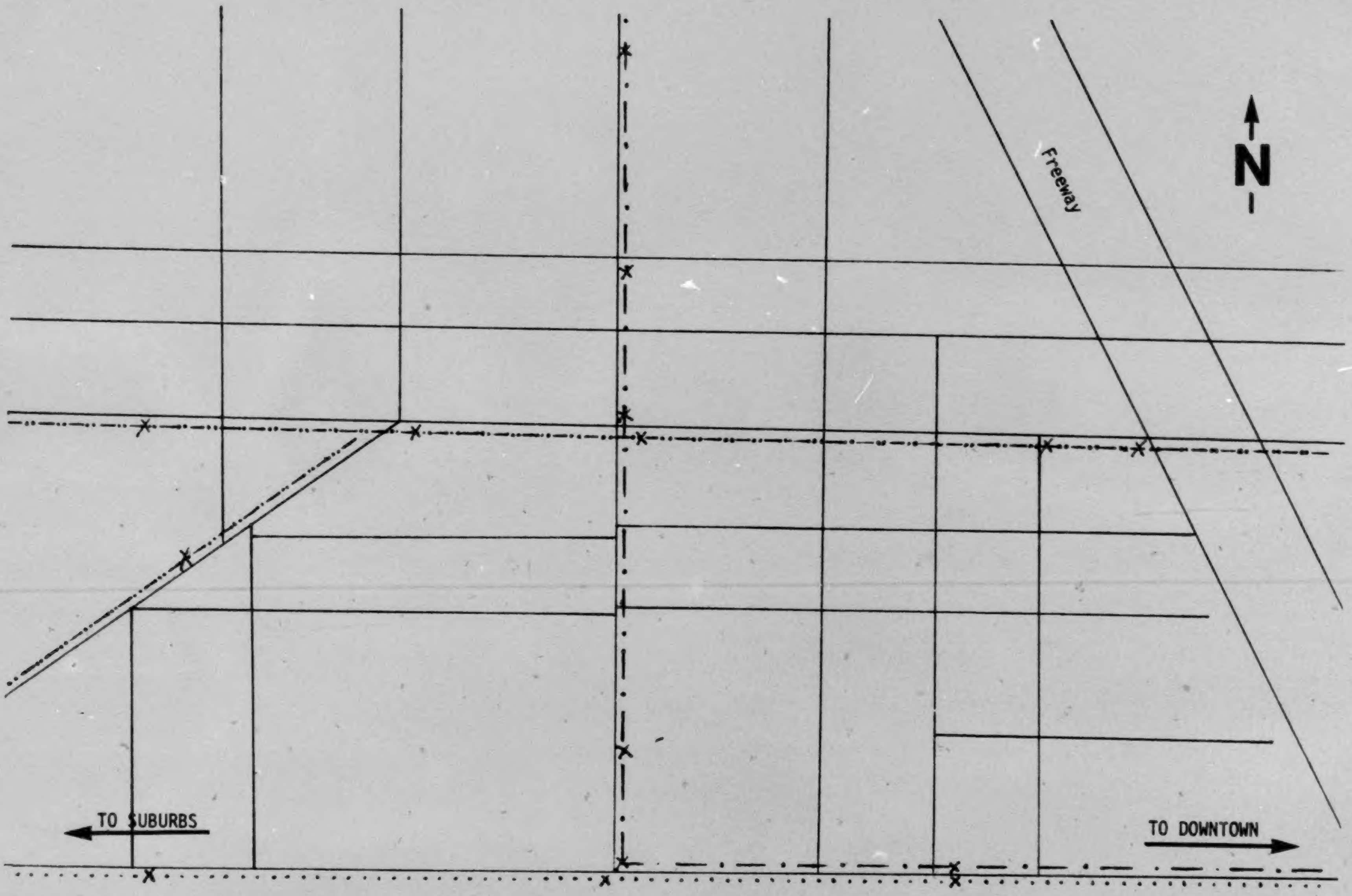
Starting a Business (SBSG 1&2): AVERAGE INCOME

High ▨ Medium ▦ Low ⁘ Business District, No Residences ⁘



Starting a Business (SBSG 1&2): CRIME RATE

High ▩ Medium ▧ Low ░


Freeway
N
TO SUBURBS
TO DOWNTOWN

Starting a Business (SBSG 1&2): BUS ROUTES

Bus Routes
Stops X

LOCATION #: 1

SOURCE OF INFORMATION: Real Estate Agent

TIME UNITS: 1

The address of Location #1 is 4122 West Main Street (southeast corner of Main and Center)

Rent is $500 per month, with a 10-year lease.

LOCATION #: 2

SOURCE OF INFORMATION: Real Estate Agent

TIME UNITS: 1

The address of Location #2 is 4022 West Adams (southeast corner of Adams and Park)

Rent is $350 per month, with a 5-year lease.

LOCATION #: 3

SOURCE OF INFORMATION: Real Estate Agent

TIME UNITS: 1

The address of Location #3 is 4413 West Main Street

Rent is $375 per month, with a 5-year lease.

LOCATION #: 4

SOURCE OF INFORMATION: Real Estate Agent

TIME UNITS: 1

The address of Location #4 is 355 South Center Street

Rent is $300 per month, with a 5-year lease.

LOCATION #: 5

SOURCE OF INFORMATION: Real Estate Agent

TIME UNITS: 1

The address of Location #5 is 325 South Smith Street (northeast corner of Smith and Pine)

Rent is $200 per month, with a 2-year lease.

LOCATION #: 6

SOURCE OF INFORMATION: Real Estate Agent

TIME UNITS: 1

The address of Location #6 is 3918 West Washington

Rent is $350 per month, with a 5-year lease.

LOCATION #: 7

SOURCE OF INFORMATION: Real Estate Agent

TIME UNITS: 1

The address of Location #7 is 202 North Center Street (northwest corner of Center and Washington)

Rent is $400 per month, with a 5-year lease.

LOCATION #: 8

SOURCE OF INFORMATION: Real Estate Agent

TIME UNITS: 1

The address of Location #8 is 3822 West Main Street (southeast corner of Main and Allen). The store next door at 3816 West Main is also vacant and is owned by the same landlord. Location 8 by itself is 3500 sq. ft.; however, it may be possible to rent the store next door as well and remove the partition between them. Both stores together total 5000 sq. ft.

Rent for Location 8 alone is $200 per month; for Location 8 plus the vacant store next door, it is $290 per month. The lease is for 1 year.

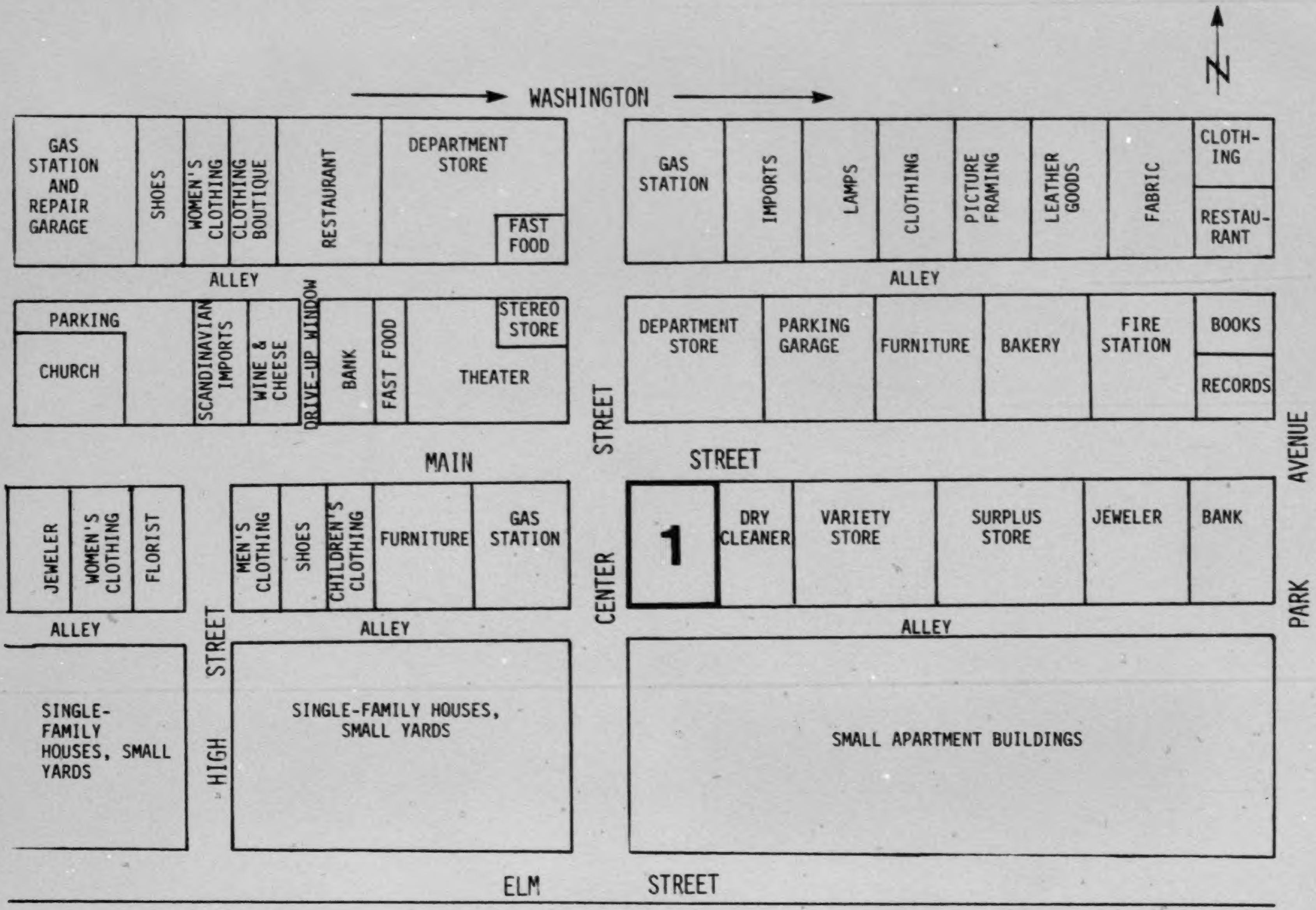
LOCATION #: 9

SOURCE OF INFORMATION: Real Estate Agent

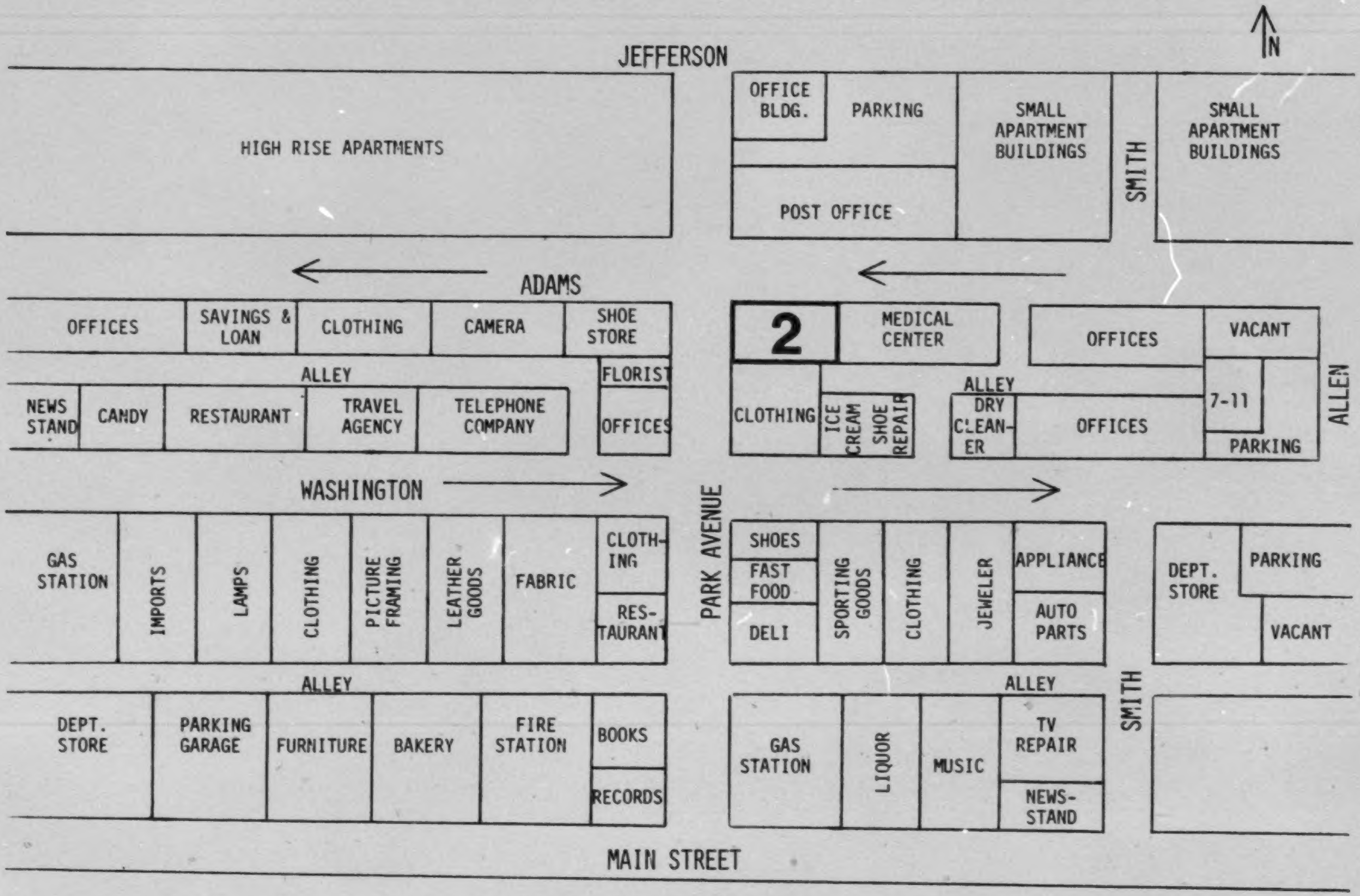
TIME UNITS: 1

The address of Location #9 is 4522 West Maple (southeast corner of Maple and Macarthur)

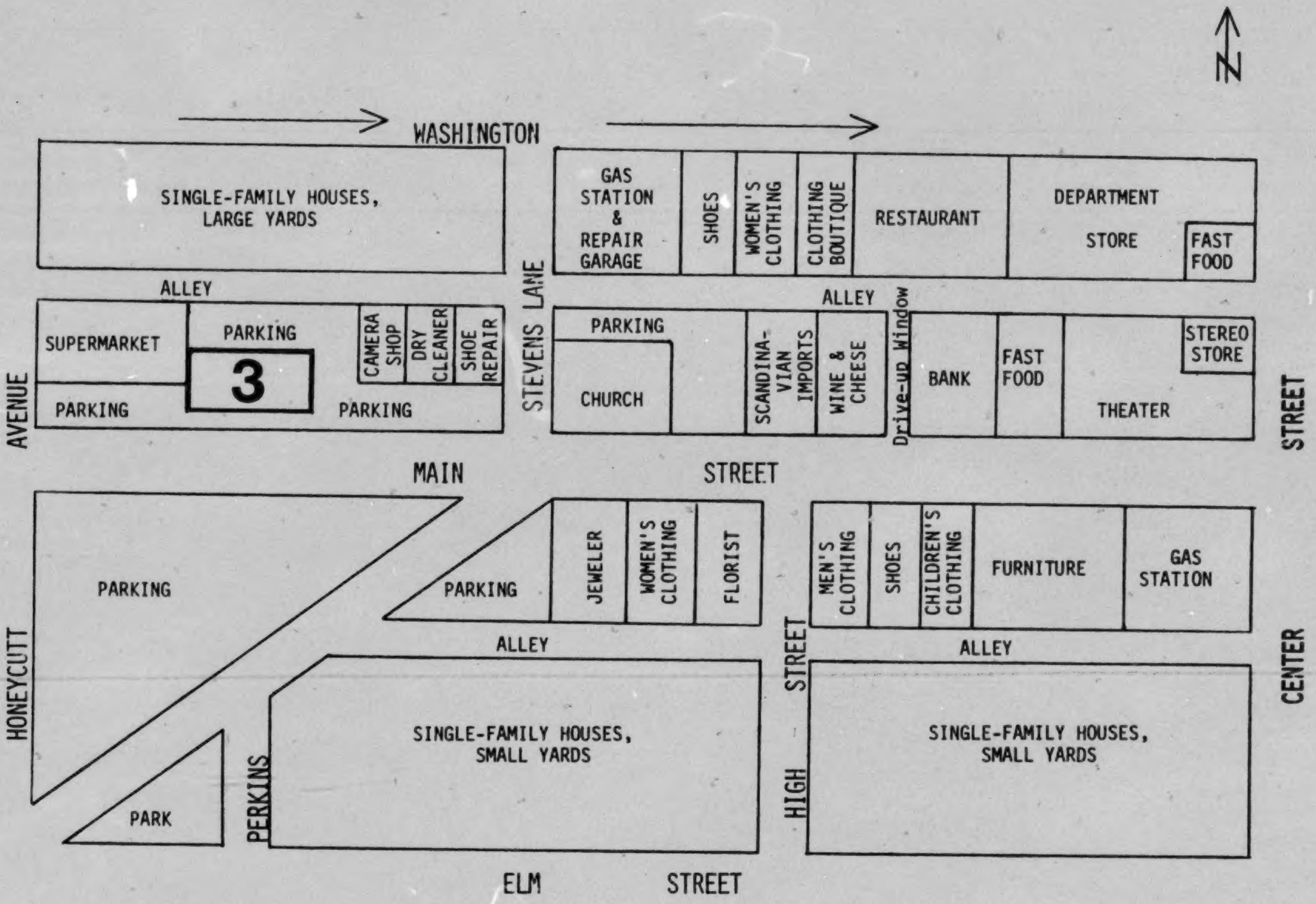
Rent is $350 per month, with a 5-year lease.


N
WASHINGTON
GAS STATION AND REPAIR GARAGE
SHOES
WOMEN'S CLOTHING
CLOTHING BOUTIQUE
RESTAURANT
DEPARTMENT STORE
FAST FOOD
GAS STATION
IMPORTS
LAMPS
CLOTHING
PICTURE FRAMING
LEATHER GOODS
FABRIC
CLOTH-ING
RESTAU-RANT
ALLEY
ALLEY
PARKING
CHURCH
SCANDINAVIAN IMPORTS
WINE & CHEESE
DRIVE-UP WINDOW
BANK
FAST FOOD
STEREO STORE
THEATER
DEPARTMENT STORE
PARKING GARAGE
FURNITURE
BAKERY
FIRE STATION
BOOKS
RECORDS
MAIN
STREET
CENTER STREET
PARK AVENUE
JEWELER
WOMEN'S CLOTHING
FLORIST
MEN'S CLOTHING
SHOES
CHILDREN'S CLOTHING
FURNITURE
GAS STATION
1
DRY CLEANER
VARIETY STORE
SURPLUS STORE
JEWELER
BANK
ALLEY
ALLEY
ALLEY
HIGH STREET
SINGLE-FAMILY HOUSES, SMALL YARDS
SINGLE-FAMILY HOUSES, SMALL YARDS
SMALL APARTMENT BUILDINGS
ELM
STREET

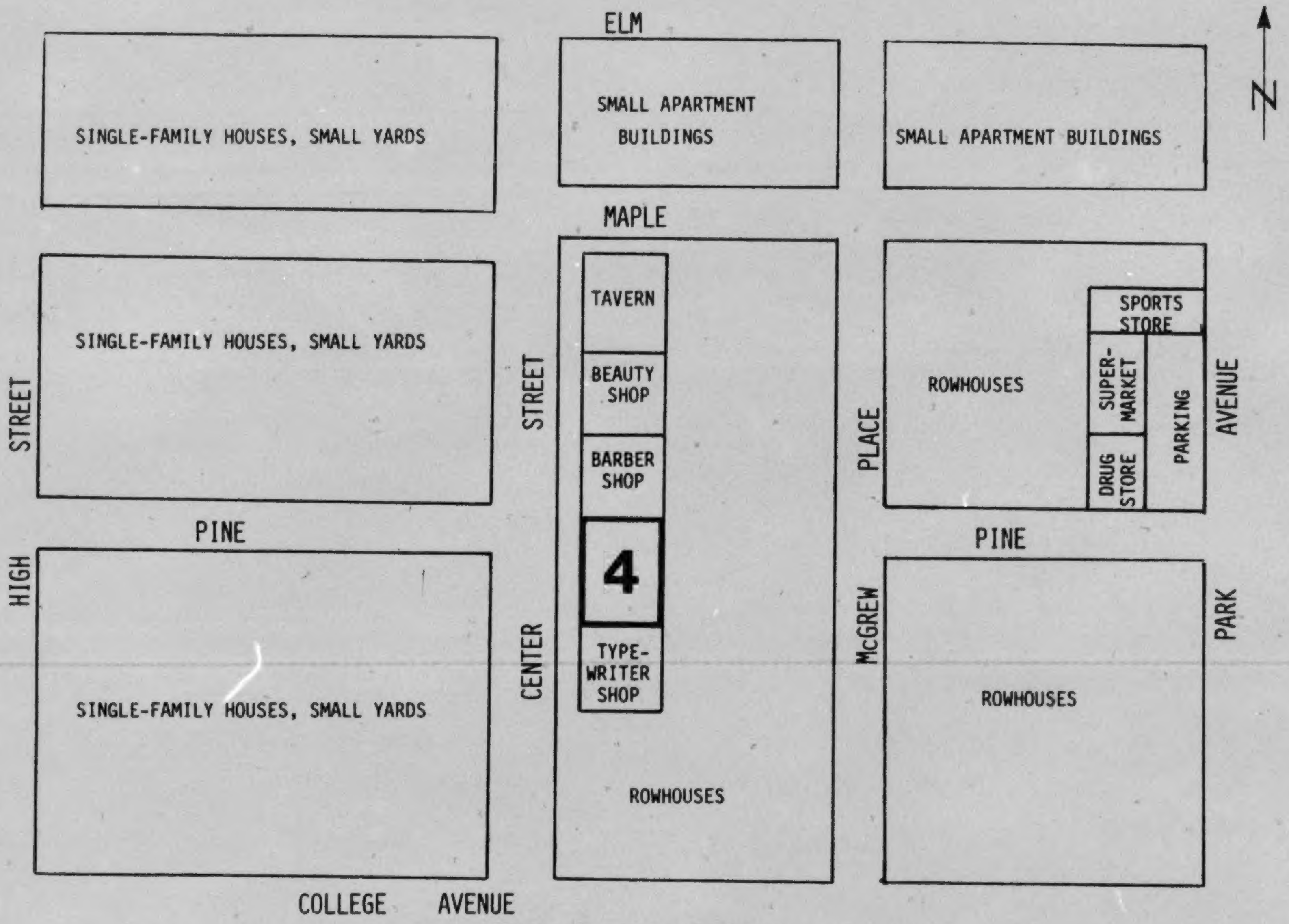
SBSG 1: Starting a Business
Drive Past Location Map


N
JEFFERSON
HIGH RISE APARTMENTS
OFFICE BLDG.
PARKING
POST OFFICE
SMALL APARTMENT BUILDINGS
SMITH
SMALL APARTMENT BUILDINGS
ADAMS
OFFICES
SAVINGS & LOAN
CLOTHING
CAMERA
SHOE STORE
ALLEY
FLORIST
NEWS STAND
CANDY
RESTAURANT
TRAVEL AGENCY
TELEPHONE COMPANY
OFFICES
2
MEDICAL CENTER
OFFICES
VACANT
CLOTHING
ICE CREAM
SHOE REPAIR
ALLEY
DRY CLEAN-ER
OFFICES
7-11
PARKING
ALLEN
WASHINGTON
PARK AVENUE
GAS STATION
IMPORTS
LAMPS
CLOTHING
PICTURE FRAMING
LEATHER GOODS
FABRIC
CLOTH-ING
RES-TAURANT
SHOES
FAST FOOD
DELI
SPORTING GOODS
CLOTHING
JEWELER
APPLIANCE
AUTO PARTS
DEPT. STORE
PARKING
VACANT
ALLEY
DEPT. STORE
PARKING GARAGE
FURNITURE
BAKERY
FIRE STATION
BOOKS
RECORDS
ALLEY
GAS STATION
LIQUOR
MUSIC
TV REPAIR
NEWS-STAND
SMITH
MAIN STREET

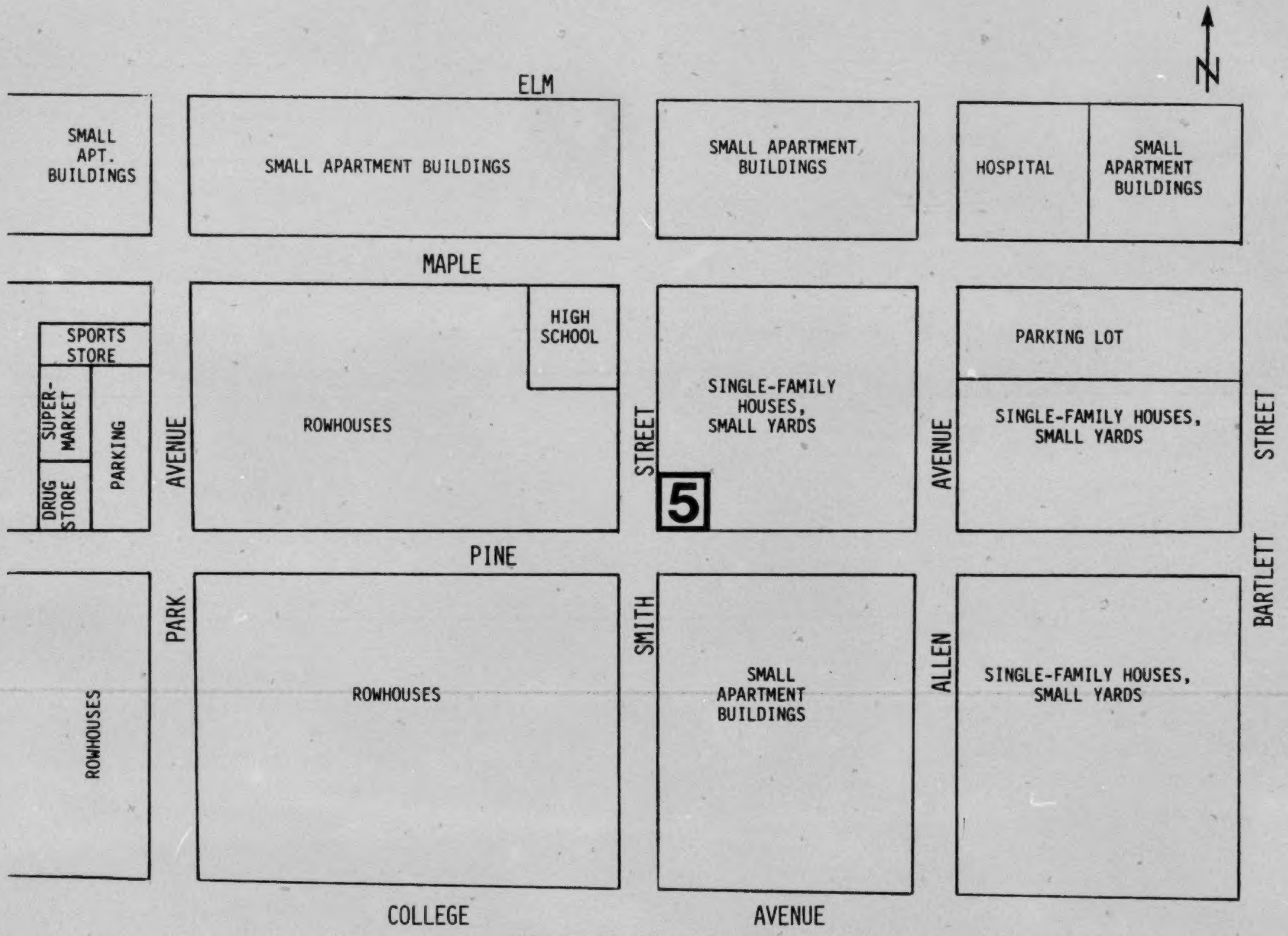
SBSG 1: Starting a Business
Drive Past Location Map


WASHINGTON
SINGLE-FAMILY HOUSES, LARGE YARDS
GAS STATION & REPAIR GARAGE
SHOES
WOMEN'S CLOTHING
CLOTHING BOUTIQUE
RESTAURANT
DEPARTMENT STORE
FAST FOOD
ALLEY
SUPERMARKET
PARKING
3
CAMERA SHOP
DRY CLEANER
SHOE REPAIR
PARKING
PARKING
STEVENS LANE
PARKING
CHURCH
SCANDINAVIAN IMPORTS
WINE & CHEESE
Drive-up Window
ALLEY
BANK
FAST FOOD
STEREO STORE
THEATER
AVENUE
STREET
MAIN
STREET
PARKING
PARKING
JEWELER
WOMEN'S CLOTHING
FLORIST
MEN'S CLOTHING
SHOES
CHILDREN'S CLOTHING
FURNITURE
GAS STATION
ALLEY
ALLEY
HONEYCUTT
SINGLE-FAMILY HOUSES, SMALL YARDS
SINGLE-FAMILY HOUSES, SMALL YARDS
PARK
PERKINS
HIGH STREET
CENTER
ELM
STREET
N

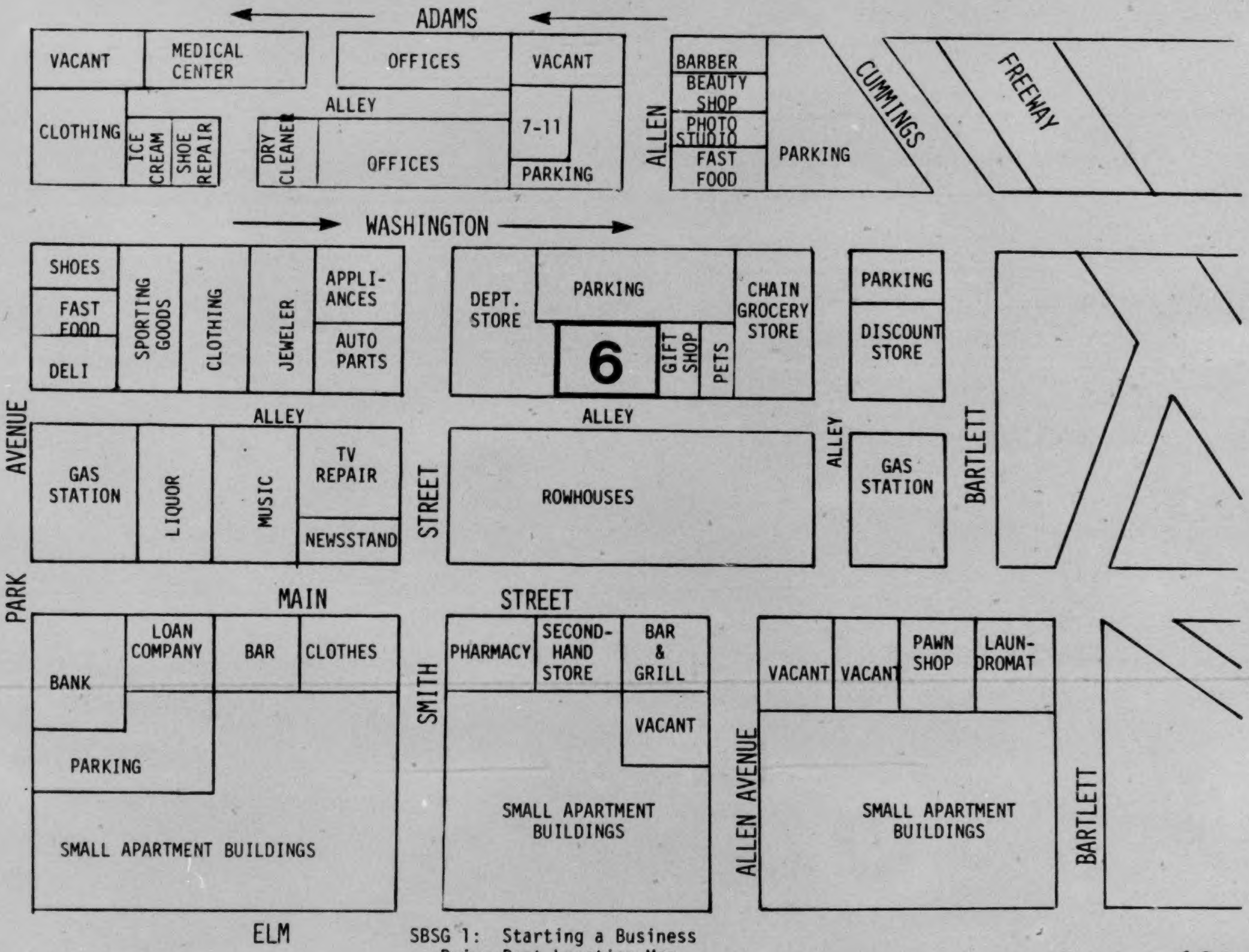
SBSG 1: Starting a Business
Drive Past Location Map


ELM
SMALL APARTMENT BUILDINGS
SINGLE-FAMILY HOUSES, SMALL YARDS
SMALL APARTMENT BUILDINGS
N
MAPLE
TAVERN
BEAUTY SHOP
BARBER SHOP
4
TYPE-WRITER SHOP
ROWHOUSES
SINGLE-FAMILY HOUSES, SMALL YARDS
STREET
HIGH
STREET
CENTER
PLACE
McGREW
ROWHOUSES
SPORTS STORE
SUPER-MARKET
DRUG STORE
PARKING
AVENUE
PARK
PINE
PINE
SINGLE-FAMILY HOUSES, SMALL YARDS
ROWHOUSES
COLLEGE AVENUE

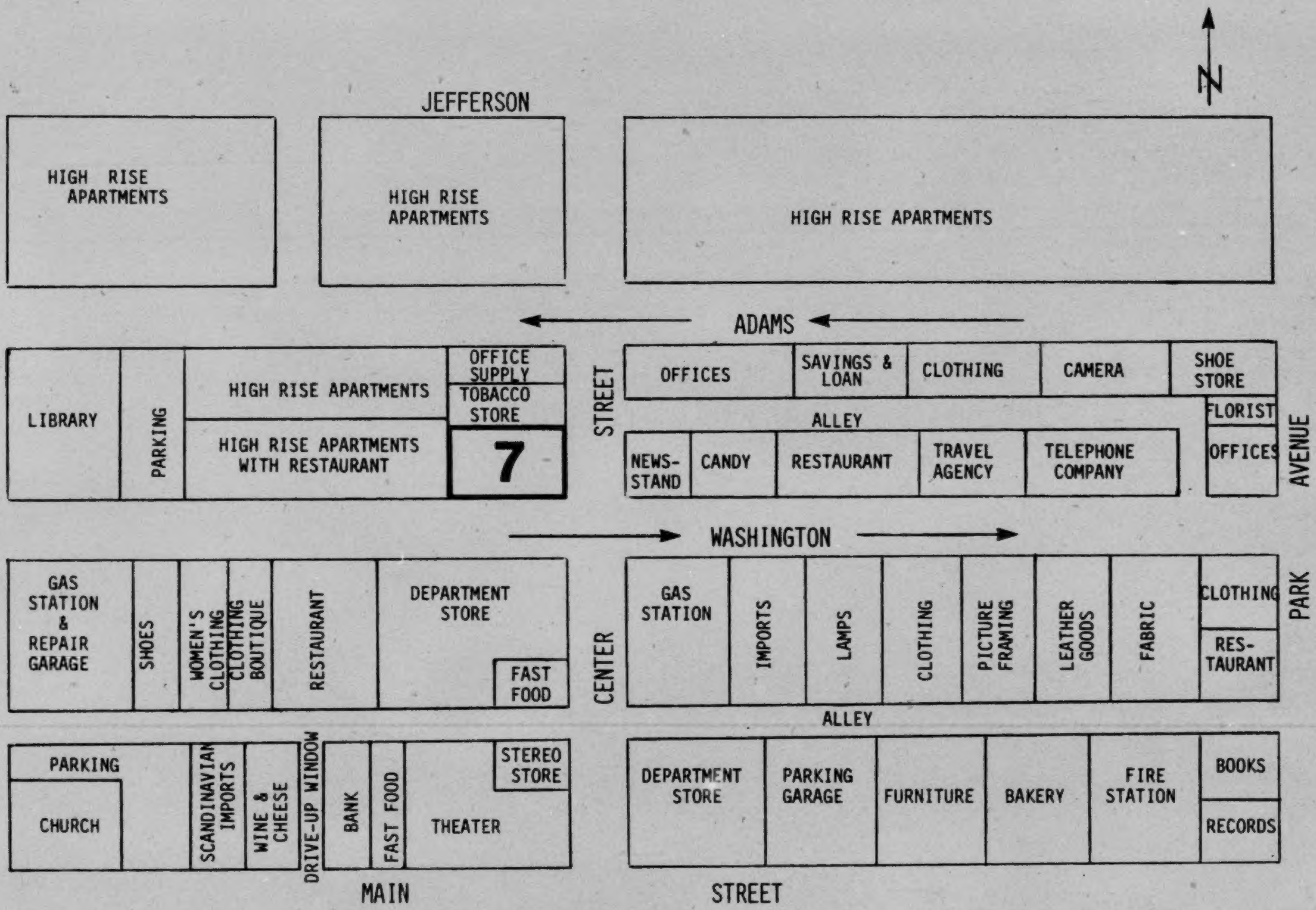
SBSG 1: Starting a Business
Drive Past Location Map


N
ELM
SMALL APT. BUILDINGS
SMALL APARTMENT BUILDINGS
SMALL APARTMENT BUILDINGS
HOSPITAL
SMALL APARTMENT BUILDINGS
MAPLE
SPORTS STORE
SUPER-MARKET
DRUG STORE
PARKING
PARK AVENUE
ROWHOUSES
HIGH SCHOOL
SMITH STREET
SINGLE-FAMILY HOUSES, SMALL YARDS
5
ALLEN AVENUE
PARKING LOT
SINGLE-FAMILY HOUSES, SMALL YARDS
BARTLETT STREET
PINE
ROWHOUSES
ROWHOUSES
SMALL APARTMENT BUILDINGS
SINGLE-FAMILY HOUSES, SMALL YARDS
COLLEGE AVENUE

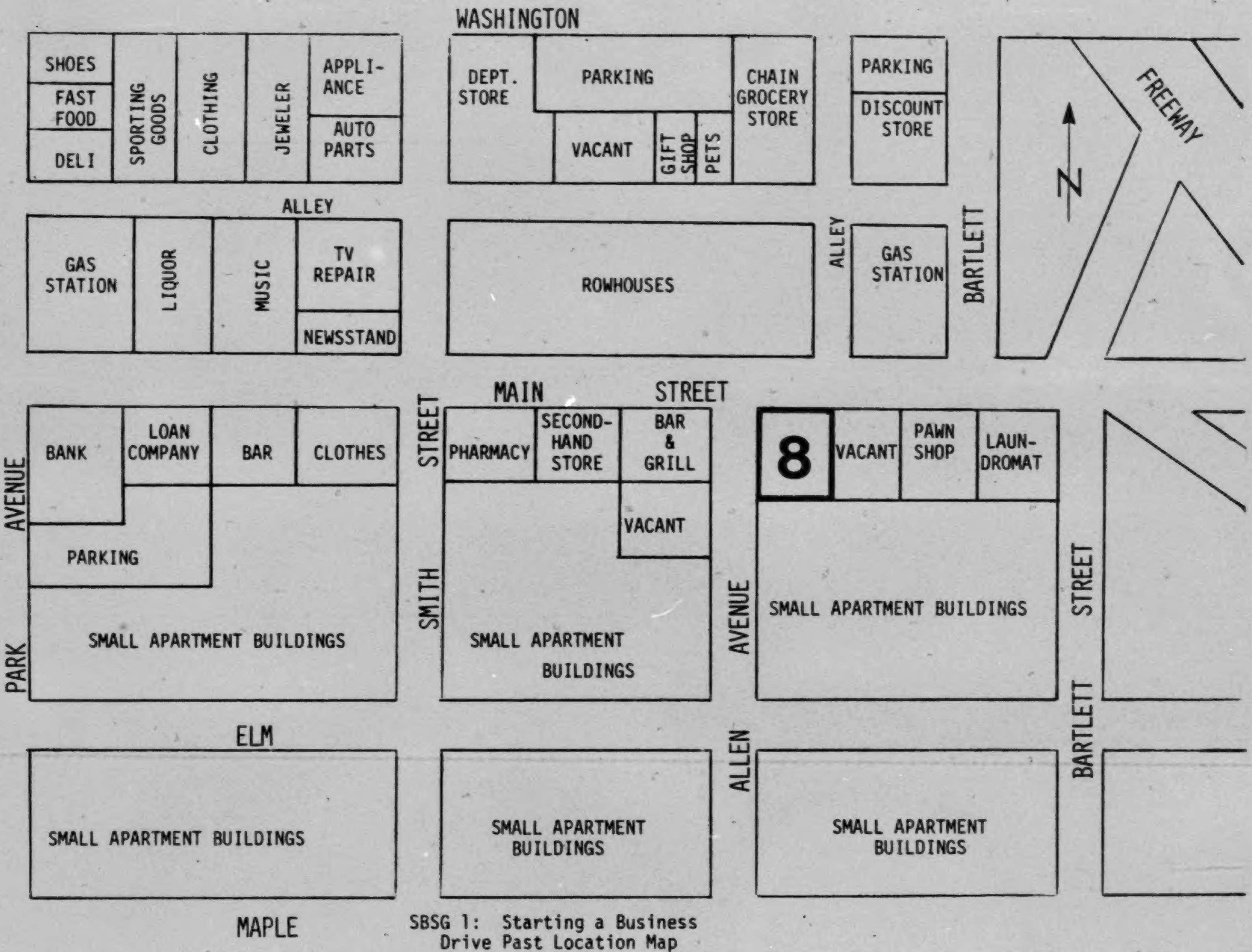
SBSG 1: Starting a Business
Drive Past Location Map


ADAMS
VACANT
MEDICAL CENTER
OFFICES
VACANT
CLOTHING
ICE CREAM
SHOE REPAIR
DRY CLEANER
ALLEY
OFFICES
7-11
PARKING
ALLEN
BARBER
BEAUTY SHOP
PHOTO STUDIO
FAST FOOD
PARKING
CUMMINGS
FREEWAY
WASHINGTON
SHOES
FAST FOOD
DELI
SPORTING GOODS
CLOTHING
JEWELER
APPLI-ANCES
AUTO PARTS
DEPT. STORE
PARKING
6
GIFT SHOP
PETS
CHAIN GROCERY STORE
PARKING
DISCOUNT STORE
ALLEY
ALLEY
ALLEY
AVENUE
GAS STATION
LIQUOR
MUSIC
TV REPAIR
NEWSSTAND
STREET
ROWHOUSES
GAS STATION
BARTLETT
PARK
MAIN
STREET
BANK
LOAN COMPANY
BAR
CLOTHES
PARKING
SMALL APARTMENT BUILDINGS
SMITH
PHARMACY
SECOND-HAND STORE
BAR & GRILL
VACANT
SMALL APARTMENT BUILDINGS
ALLEN AVENUE
VACANT
VACANT
PAWN SHOP
LAUN-DROMAT
SMALL APARTMENT BUILDINGS
BARTLETT
ELM

SBSG 1: Starting a Business
Drive Past Location Map


N
JEFFERSON
HIGH RISE APARTMENTS
HIGH RISE APARTMENTS
HIGH RISE APARTMENTS
ADAMS
LIBRARY
PARKING
HIGH RISE APARTMENTS
HIGH RISE APARTMENTS WITH RESTAURANT
OFFICE SUPPLY
TOBACCO STORE
7
STREET
OFFICES
SAVINGS & LOAN
CLOTHING
CAMERA
SHOE STORE
ALLEY
NEWS-STAND
CANDY
RESTAURANT
TRAVEL AGENCY
TELEPHONE COMPANY
FLORIST
OFFICES
AVENUE
WASHINGTON
GAS STATION & REPAIR GARAGE
SHOES
WOMEN'S CLOTHING
CLOTHING BOUTIQUE
RESTAURANT
DEPARTMENT STORE
FAST FOOD
CENTER
GAS STATION
IMPORTS
LAMPS
CLOTHING
PICTURE FRAMING
LEATHER GOODS
FABRIC
CLOTHING
RES-TAURANT
PARK
ALLEY
PARKING
CHURCH
SCANDINAVIAN IMPORTS
WINE & CHEESE
DRIVE-UP WINDOW
BANK
FAST FOOD
THEATER
STEREO STORE
DEPARTMENT STORE
PARKING GARAGE
FURNITURE
BAKERY
FIRE STATION
BOOKS
RECORDS
MAIN
STREET

SBSG 1: Starting a Business
Drive Past Location Map


WASHINGTON
SHOES
FAST FOOD
DELI
SPORTING GOODS
CLOTHING
JEWELER
APPLI-ANCE
AUTO PARTS
DEPT. STORE
PARKING
VACANT
GIFT SHOP
PETS
CHAIN GROCERY STORE
PARKING
DISCOUNT STORE
FREEWAY
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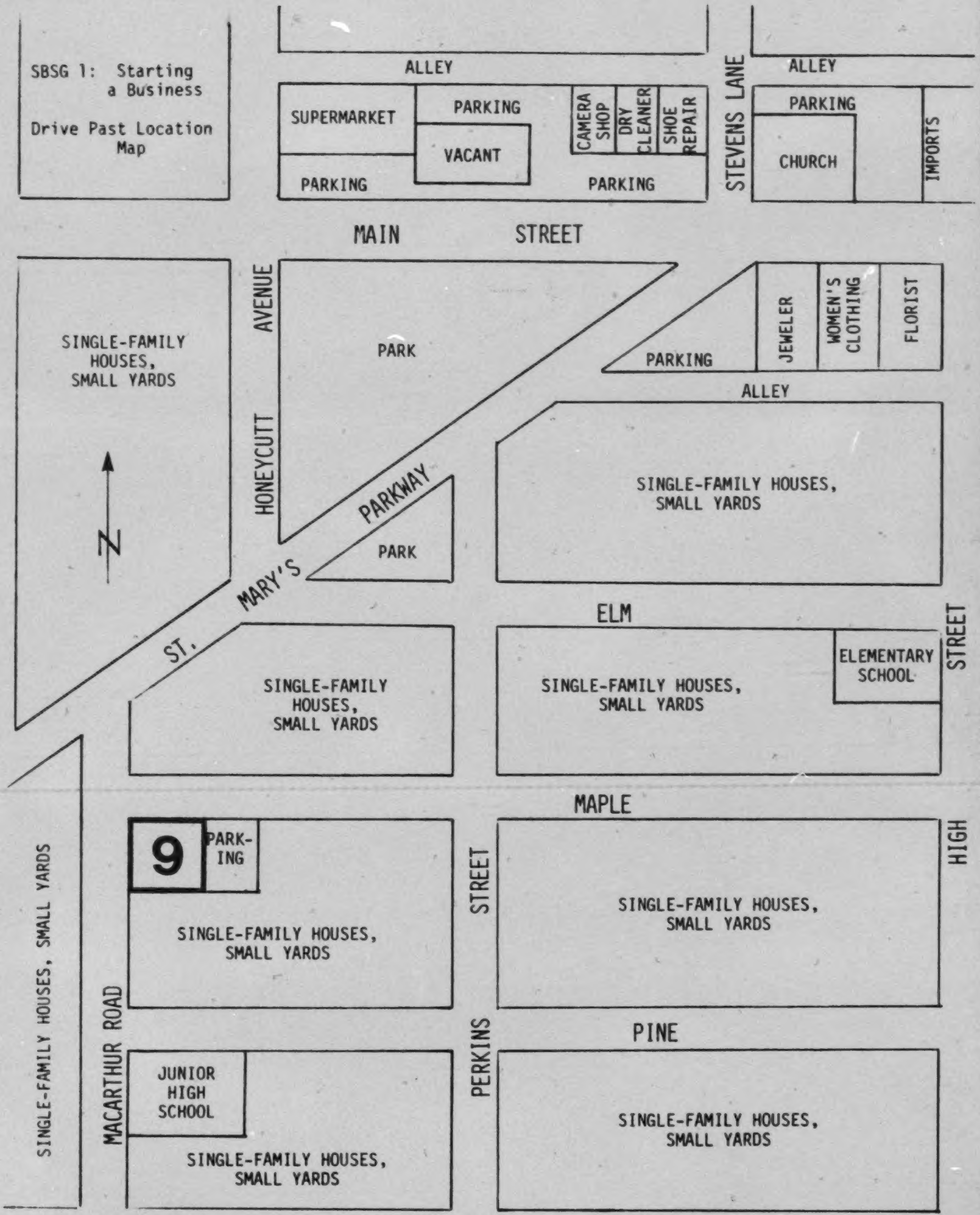
ALLEY
GAS STATION
LIQUOR
MUSIC
TV REPAIR
NEWSSTAND
ROWHOUSES
ALLEY
GAS STATION
BARTLETT
MAIN STREET
SMITH STREET
BANK
LOAN COMPANY
BAR
CLOTHES
PARKING
SMALL APARTMENT BUILDINGS
PARK AVENUE
PHARMACY
SECOND-HAND STORE
BAR & GRILL
VACANT
SMALL APARTMENT BUILDINGS
ALLEN AVENUE
8
VACANT
PAWN SHOP
LAUN-DROMAT
SMALL APARTMENT BUILDINGS
BARTLETT STREET
ELM
SMALL APARTMENT BUILDINGS
SMALL APARTMENT BUILDINGS
SMALL APARTMENT BUILDINGS
MAPLE

SBSG 1: Starting a Business
Drive Past Location Map


SBSG 1: Starting a Business

Drive Past Location Map

ALLEY
ALLEY
SUPERMARKET
PARKING
VACANT
PARKING
CAMERA SHOP
DRY CLEANER
SHOE REPAIR
PARKING
STEVENS LANE
PARKING
CHURCH
IMPORTS
MAIN STREET
SINGLE-FAMILY HOUSES, SMALL YARDS
HONEYCUTT AVENUE
PARK
PARKING
JEWELER
WOMEN'S CLOTHING
FLORIST
ALLEY
N
ST. MARY'S PARKWAY
PARK
SINGLE-FAMILY HOUSES, SMALL YARDS
ELM
SINGLE-FAMILY HOUSES, SMALL YARDS
SINGLE-FAMILY HOUSES, SMALL YARDS
ELEMENTARY SCHOOL
HIGH STREET
MAPLE
9
PARK-ING
SINGLE-FAMILY HOUSES, SMALL YARDS
SINGLE-FAMILY HOUSES, SMALL YARDS
SINGLE-FAMILY HOUSES, SMALL YARDS
MACARTHUR ROAD
PERKINS STREET
PINE
JUNIOR HIGH SCHOOL
SINGLE-FAMILY HOUSES, SMALL YARDS
SINGLE-FAMILY HOUSES, SMALL YARDS
COLLEGE AVENUE

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 1

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

There is one large plate glass display window on Main Street and two small ones in Center.

The building is about 20 years old, has recently been repainted inside and out, has a lineoleum floor in good condition.

There is a work area at the back of the store with hot and cold running water, in addition to a combination lavatory/janitorial closet. The electrical wiring is sufficient for a refrigerator.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 2

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

There are two large display windows on Adams Street and space for the name of the store on the Park Avenue side of the building.

The building is about 14 years old, recently repainted, with a new linoleum floor.

There is a work area designed for a pharmacy at the back of the store with counters, storage space, and hot and cold running water. The wiring is sufficient for a refrigerator, and the outlets are conveniently located.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 3

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

There are two large display windows across the front of the store.

The building is in good repair but will need repainting soon.

The plumbing in the building consists of two employee restrooms, a large utility sink, and a janitor's closet with sink, all at the back of the store. The building is wired for refrigerated display cases.

The real estate agent tells you the owner of the building will repaint the store and make any changes you need in the plumbing, wiring, or interior.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 4

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

The store has a generally dingy appearance and is in need of painting. It has two large front display windows and an old linoleum floor.

The store has a small work area at the back with hot and cold running water. It has apparently been wired for a refrigerator, but the wiring does not appear to be in very good condition.

The real estate agent tells you the owner will make all needed repairs, including repainting and rewiring.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 5

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

There is one large display window across the front of the store.

The store appears slightly run-down from the outside. Inside, it needs a new coat of paint and a new floor covering.

The store has hot and cold running water and has been wired to handle refrigerated display cases.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 6

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

The store has large display windows across the entire front and a large space for the store name across the top. There is no sign at the curb and no room for one.

The store's exterior is in good shape, although somewhat outmoded. Inside, it needs repainting and plaster has fallen from the ceiling.

The store has hot and cold running water in the employee restroom and in a small utility sink in the broom closet. It is not wired for refrigeration units.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 7

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

The entrance is at the corner of the building. There are display windows on both Washington and Center Streets.

The store is about 10 years old, has been recently repainted inside and out, and has a new linoleum floor.

The store has hot and cold running water at several locations and has been wired for refrigeration units.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 8

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

The store is extremely run-down. The front display windows have been broken out and boarded up, while the inside is filled with dirt and debris and needs repainting and replastering.

The store has hot and cold running water at the back. The electrical wiring appears to be in pretty bad shape.

You notice a large hole in the floorboards near the rear of the store and hear scurrying sounds under the floor.

The store next door in in slightly better condition. The front display window has been covered with boards but is intact. The store needs repainting but not replastering. Its cnly plumbing is a small lavatory at the back.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 9

SOURCE OF
INFORMATION: Personal Inspection of Building

TIME UNITS: 4

There are large display windows across the front of the store. One of them has been broken and is boarded up.

The building has running water in an employees' restroom and utility sink, and is wired for refrigerated display cases.

There are several large holes in the plaster on one wall. The interior of the store has been extensively defaced with several colors of spray paint.

The floor is dirty but in good repair.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 1

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Automobile and foot traffic in front of the store is heavy from both directions.

The cleaners, variety store, bakery, and gas station are full of customers at 5:00 p.m. Other nearby stores do not seem so busy.

During the rush hour, parking is prohibited on Main Street, but permitted (at meters) on Center. During the rest of the day, one hour parking (at meters) is permitted on Main.

You notice a sign on the parking garage which reads, "Two hours free parking with purchase of $5.00 or more at Blank's Department Store."

Left turns are prohibited from all four directions at the corner of Main and Center.

The department store is part of a local chain selling mainly clothing and shoes.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 2

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one afternoon at 5:30.

The clothing and shoe stores are practically empty, but there are several customers in the flower shop.

Automobile traffic is heavy on Adams and moderate on Park, but foot traffic is rather light.

There is a stoplight with pedestrian crosswalks at the corner of Park and Adams.

Parking is not permitted on Adams Street. There are two one-hour parking meters on the west side of Park; the rest of the block is a loading and delivery zone. There are four one-hour parking meters on the east side of Park.

There is an underground parking garage at the medical center for patients only.

You notice a sign at the entrance to the parking lot behind the post office: "Parking for Post Office patrons only. All others will be towed away."

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 3

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one afternoon at 5:00.

Automobile traffic on Main Street is very heavy, with a line of cars backed up waiting to turn onto St. Mary's Parkway.

All the nearby stores are very busy.

There is a stoplight at the corner of Main Street and St. Mary's Parkway. Left turns are not permitted from St. Mary's Parkway onto Main Street.

Parking is prohibited on the north side of Main Street between Stevens Lane and Honeycutt Avenue at all times. Two-hour parking is permitted at meters on the south side of Main Street, except during the morning rush hour.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 4

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Automobile traffic on Center Street is heavy and foot traffic is moderate.

The beauty and barber shops are closed for the day, the typewriter shop is just closing, and the tavern has about 10 customers.

Parking is permitted all day on both sides of Center Street between Maple and College Avenue. There are meters (max. 1 hour) on the east side of the street, none on the west side.

There is a stoplight at Center Street and College Avenue and stop signs on Maple and Pine at Center Street.

SBSG 1

Starting a Business

Information Sheet

LOCATION #: 5

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Foot and automobile traffic is light on both Smith Street and Pine.

Parking is prohibited in front of the high school. Otherwise parking is permitted on Pine and Smith.

There is a stop sign on Pine at Smith Street.

The 300 blocks of Smith and Allen Ave. and the 3900 blocks of Pine and Maple are made up of small, old houses built close together. There are small, slightly run-down apartment houses in the 400 blocks of Smith Street and Allen Ave.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 6

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one afternoon at 5:00.

Automobile traffic on Washington and foot traffic in front of the store are both moderate.

The parking lot is crowded at the grocery store end, but only half full otherwise.

The grocery store and 7-11 are full of customers, and the department store has a small number of customers. The pet shop and gift shop each only have 1 or 2 customers.

There are 2 parking spaces (at meters) on the south side of Washington in front of the grocery store.

There is a stoplight at the intersection of Washington, Bartlett, and Cummings.

The department store is 3 stories high, while the rest of the stores in the block are only 1 story high. The department store is part of a national chain carrying a wide variety of moderately priced merchandise.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 7

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one afternoon at 5:00.

Automobile traffic is moderate on Washington and heavy on Center, and foot traffic is heavy on both streets.

All the stores in the area seem to be full of customers.

There is a stoplight at the corner of Washington and Center.

Parking is not permitted on Washington between Stevens Lane and Center Street. There are 4 parking meters on each side of Center Street between Washington and Adams. They may not be used during the morning or evening rush hours.

There is a sign at the entrance to the parking lot behind the library which reads, "Parking for library staff members and patrons only. All others will be towed away."

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 8

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Traffic is backed up on Main Street from the Freeway entrance to Smith Street. Two cars are waiting on Allen Ave. to turn right onto Main. There is almost no foot traffic in the area.

The pawn shop and secondhand store are closed, and there is no one in the laundromat. The bar and grill has about 10 customers.

There is a stoplight at Main Street and Bartlett Street, and a stop sign on Allen at Main.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 9

SOURCE OF
INFORMATION: Walking Tour of Neighborhood

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Automobile and foot traffic are light on Macarthur Road and Maple, while automobile traffic is moderately heavy on St. Mary's Parkway.

You visit the row of stores on Main Street between Honeycutt Avenue and Stevens Land and find that the supermarket is large, modern, and apparently well-managed. It is full of customers. The other stores in the block are busy.

There are stop signs on Maple at Macarthur Road and on Macarthur Road at St. Mary's Parkway.

Parking is permitted on all surrounding streets.

The parking lot next to the store could use resurfacing.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 1

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

No urban renewal is planned for the area of Location 1.

There are no special laws governing size or location of signs on buildings in the area of Location 1.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 2

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

No urban renewal action is planned for the area of Location 2.

Signs projecting more than one foot from any side of the building are prohibited on Adams Street.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 3

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

No street widening or urban renewal projects are planned for the area of Location 3.

There are no restrictions as to size or location of signs on buildings in the area of Location 3.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 4

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

The possibility of widening the street (Center Street) between College Avenue and Main Street is being studied. The widening would narrow the sidewalk on the east side of Center but would not damage the store buildings.

No urban renewal is planned for the area of Location 4.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 5

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

The hospital on Allen Ave. has an option on the property on the west side of Allen Ave., between Maple and Pine. (This does not include the property on the east side of Smith Street between Maple and Pine.)

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 6

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

There are no restrictions on the size or location of signs on buildings in the area of Location 6.

No urban renewal is contemplated for Location 6's block. There is a possibility of urban renewal on the south side of Main Street between Smith and Bartlett, however.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 7

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

Signs projecting more than 10 inches from any side of the building are prohibited on Washington between Stevens Lane and Park Avenue.

No urban renewal or street widening is planned for the area.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 8

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

There are no restrictions on the size or location of signs on buildings in the area of Location 8.

An urban renewal project is being considered for Main Street between the Freeway and Smith Street.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 9

SOURCE OF
INFORMATION: City Planning Office

TIME UNITS: 4

Signs must be attached to the building itself and may not project more than six feet over the sidewalk in the area of Location 9.

No urban renewal is planned for the area. There is a request pending to allow construction of a small apartment building on College Ave., between Perkins and Macarthur.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 1

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant was a gift shop owner and gives you her address.

The gift shop owner tells you:

- --She closed because of family problems.
- --Her store was in Location 1 for just over a year.
- --The tenant before her was a florist who moved to Florida because his business dropped sharply. She thinks it was because a new flower shop opened one block up the street.
- --The landlord is very strict about receiving the rent on time, but very responsive to tenant requests.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 2

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant was a pharmacist and gives you his address.

The pharmacist tells you:

- --He has just retired. He did not sell his business intact because his son, who is a pharmacist in the next town, wanted to buy his equipment and inventory.
- --Most of the doctors in the medical center recommended him to their patients.
- --The building is owned by the same company that owns the medical center.
- --He opened his pharmacy there when the building was completed 16 years ago.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 3

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant was a grocery store and gives you the grocer's address.

The last tenant, a grocer, tells you:

- --His business failed because of competition from the new supermarket. next door. He couldn't price things as low as they did.
- --The building has always been a grocery store, as far as he knows.
- --The building has just been taken over by a new landlord, about whom he knows nothing.
- --The building was re-roofed 2 years ago.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 4

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant was a hardware store; he gives you the owner's address.

The hardware store owner tells you:

- --She closed 9 months ago because she couldn't do enough volume.
- --She thinks the tenant before her was a pharmacist, but doesn't know his name or why he closed.
- --The store needs rewiring if you plan to use refrigerated or lighted display cases.
- --The whole block of stores was recently bought by a local businessman.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 5

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant ran a snack shop and gives you her name and address.

The snack shop operator tells you:

- --She closed her shop because the rising price of food and other supplies made it impossible for her to make a profit.
- --She closed her shop three months ago, but business had been bad for about a year before that.
- --The drug store on Park Ave. opened a snack bar about 18 months ago. "A lot of the students started going over there instead of coming to my shop."
- --She'd been in the same location for 15 years. "Kids nowadays don't eat as much as they used to."
- --The property is owned by a man who lives two blocks away but doesn't have enough money to spend on improvements.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 6

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant was a sporting goods store which recently moved one block up the street. He gives you the name and address.

The sporting goods store owner tells you:

- --He moved because he needed a larger store to expand into more camping equipment.
- --He was in Location 6 for 10 years; he started his business there.
- --All the stores between the department store and the grocery store are owned by an out-of-state company. They leave all repairs and maintenance to the tenants.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 7

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant was a restaurant. She gives you the address of its co-owners.

The first of the restaurant owners you contact is not anxious to talk to you. He says the whole thing was a bad experience and he just wants to forget it.

The other restaurant owner tells you:

- --She should never have tried to open a restaurant. She feels the location was a good one, but she and her partner lacked the management skills needed to run the business.
- --The building is owned by a development corporation. They are not very personal landlords, but they maintain the building well.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 8

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant ran a small grocery store and gives you his address.

The former grocer tells you:

- --He went out of business because he couldn't compete with the chain grocery store on Washington, and he'd been robbed three times in one year.
- --The landlord lives in another state and will do nothing to repair the store.
- --He thinks the area is going downhill. Most of the old merchants he knew for years have moved away. The pharmacist in the next block is the only one left.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 9

SOURCE OF
INFORMATION: Visit with Former Tenant

TIME UNITS: 8

The real estate agent tells you the last tenant was a grocer and gives you his address.

The grocer tells you:

- --He was hounded out of the neighborhood by a woman who got mad at him for sending her unpaid account to a collection agency.
- --A lot of students from the junior high used to come to the store to buy candy and soft drinks.
- --He feels the supermarket on Main Street hurt his business.
- --The building is owned by a man who leaves improvements to his tenants.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 1

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

The gas station manager says he's only been working at that station six months. He knows only that Location 1 has been vacant about three weeks.

The manager of the dry cleaner next door tells you:

- --He thinks there have been two different stores in Location 1 in the last three years.
- --The last store in Location 1 was a gift shop. He doesn't think it did enough volume to afford the rent.
- --The tenant before the gift shop was a florist who had been in the same location for 15 years. The owner decided to move to Florida.

The manager of the variety store tells you he does most of his business in the late afternoon and on Saturdays.

The manager of the parking garage tells you that you can join his Park and Shop plan; you pay a fee which entitles your customers to free parking in his garage.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 2

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

The clothing store owner tells you:

- --The building was recently vacated by a pharmacist who retired and sold his equipment and inventory to his son in the next town.
- --The pharmacist had been in the building since it was built.
- --The store has only been vacant for 10 days.
- --Workers from the office building across the street park their cars on both sides of Park and feed the parking meters all day.

The owners of the clothing and shoe stores tell you that much of their weekday business comes from the office buildings in the area, and most of their Saturday business from the nearby apartment buildings.

A receptionist in the medical center tells you the doctors there are hoping that a pharmacist will move into Location 2.

The florist tells you the pharmacist was widely known and very popular with the workers in the office buildings in the area.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 3

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

The camera store owner, dry cleaner, and shoe repairman all tell you their business has increased since the supermarket was built about a year ago.

The owner of the camera shop tells you:

- --The building has been vacant for several months -- he's not sure just how many.
- --The last tenant was an independent grocery store, who went out of business six months after the new supermarket was built.
- --He remembers the building being re-roofed about two years ago.

The supermarket manager tells you:

- --The last tenant was a grocery store that went out of business because it wasn't up-to-date enough.
- --He's anxious for Location 3 to be rented because he feels having a vacant building next door is hurting his business slightly.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 4

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

The owner of the typewriter shop says:

- --Location 4 has been vacant ever since he moved in 8 months ago.
- --Most of his business comes from the university--both students and faculty.

The barber next door says there have been 3 stores in Location 4 in the 5 years he has been in his store -- a hardware store, a pharmacy, and a shoe store.

- --The hardware store closed about 9 months ago after being in business less than 2 years. He thinks the neighborhood didn't really need a hardware store.
- --He doesn't remember why the pharmacy closed, but he knows it lasted less than a year because it opened right after Christmas one year and was gone by the next Christmas.
- --The shoe store was there when he moved in 5 years ago. It closed about a year later when the owner died.
- --Most of his business comes from the neighborhood across Center Street, with some students from the university.
- --Most of the parking spaces on the west side of Center are usually occupied by residents' cars.

The beauty shop owner says most of her business comes from the neighborhood, with a few faculty members from the university and an occasional student.

The tavern owner says that most of his business comes from students, especially late at night.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 5

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

Mrs. Miller, who lives next door to the store, tells you:
- --The last tenant was a soda fountain and snack shop.
- --The soda shop closed about three months ago. She doesn't know why it went out of business.
- --A lot of high school students used to hang around the soda shop after school and at lunchtime.
- --Most of the parking spaces on Smith Street and on Maple and Pine between Smith and Allen are used by high school students during the day and by residents of the area at night.

A woman sitting on her front porch around the corner from the store says she does most of her grocery shopping at the supermarket on Park, even small emergency purchases.

A high school student sitting on the front lawn of the school drinking a Coke and eating potato chips at lunchtime tells you he bought them at the supermarket on Park.

A group of high school students tells you they usually eat lunch at the drug store on Park Ave.

Mr. Frederick, who lives down the street from Location 5, tells you the hospital has been talking about buying the whole block, tearing it down, and putting in a parking lot. The neighborhood association is ready to fight if they try to.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 6

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

The gift shop owner tells you:
- --The last tenant was a sporting goods store that moved to a new location 2 months ago.
- --The sporting goods store was there when he moved in 3 years ago.
- --He thinks the sporting goods store owner got a chance to rent a better building.
- --The block was busier before the sporting goods store left.
- --He would like to retire in a year or so, but can't decide whether to sell his business intact or liquidate it.

The pet shop owner says:
- --He's been in the same location for 15 years. He sells a lot of small dogs, goldfish, and birds to young families and elderly people from the general neighborhood. "People even come to my store from the new high rises west of Center," he says.
- --He doesn't consider the gift shop a very strong neighbor because it does a low volume. "It's really too ritzy for the neighborhood," he insists.

The manager of the department store is not in when you call to see him.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 7

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

The tobacco store owner says:
- --The last two tenants were a restaurant and an ice cream parlor.
- --The restaurant closed about a month ago. He thinks the young man and woman who owned it did not have enough experience in the restaurant business.
- --The restaurant was only in business for about 9 months.
- --The ice cream parlor closed about a year ago, after being in business for 2 years. He thinks there was too much competition in the area.
- --Most of the business comes from the nearby high rise apartments and office buildings.

The newstand propietor tells you the same things as the tobacco store owner. He thinks the ice cream parlor's prices were too high.

The restaurant owner next door tells you his biggest problem is the lack of parking. He depends on people who work in the area and residents of the building for most of his business, but would like to attract more people from outside the area.

The stationery store manager tells you his best customers are the companies in the office buildings in the area, but he gets a lot of walk-in business for cards, gift wrap, stationery, and school supplies.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 8

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

The bartender tells you:
- --Location 8 has been vacant for over a year. The last tenant was a "mom and pop" grocery store.
- --The grocery store owners closed the shop after being robbed 3 times in 1 year.
- --The store next to him has been vacant for about 2 years. It used to be a laundry.
- --Most of his clients are neighborhood men who stop off on their way home from work or spend the evening there.

The pawn shop owner says the store next to Location 8 has been vacant about 18 months. It used to be a shoe repair shop.

The pharmacist tells you he plans to retire in 6 months; he says his business has been declining for several years.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 9

SOURCE OF
INFORMATION: Visits with Neighbors

TIME UNITS: 10

A woman who lives next door to the store tells you it was a grocery store until 3 months ago. She says the building was vandalized a couple of weeks after the grocery store closed. The vandals were a group of junior high school students. The grocery store had a reputation for overcharging, and most of the neighborhood residents started shopping at the new supermarket on Main St. when it opened.

A man walking his dog in front of the store tells you the grocery store had the rudest cashiers he's ever seen. The store always seemed to be out of items it advertised as specials.

A woman who lives down the street tells you the grocer was sued by a family who got food poisoning from his potato salad. She thinks the lawsuit is what put him out of business.

A young man who lives across the street tells you most of the houses in the area have garages and there are always parking spaces on the street.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 1

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile and foot traffic on both Center and Main Streets is fairly heavy at all times. The volume of traffic increases somewhat on both streets during the morning and evening rush hours.

All of the nearby stores seem to attract steady numbers of customers. The furniture stores never seem especially busy, however.

The gas station and the fast food shop stay open until 10:00 pm. The department store closes at 6:00, except on Monday and Friday nights, when it stays open until 9:00. The variety store stays open until 9:00, except on Saturday, when it closes at 6:00. The rest of the stores in the area close at 6:00.

The neighborhood south of Elm Street and west of Center Street is made up of single-family houses with small yards. The neighborhood south of Elm Street and east of Center Street is made up of small apartment buildings, rowhouses, and single-family houses with small yards.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 2

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Adams is heavy during the evening rush hour, moderate at other times. Traffic on Park Ave. is moderate at all times. Foot traffic is heaviest at mid-day, but considerable all day long, especially along the south side of Adams and the east side of Park. Foot traffic in the area slows down considerably after 5:00 pm.

The clothing store and the shoe store across the street are both very busy, especially during the noon hour. The florist seems busiest at the beginning of the evening rush hour.

Most of the stores in the area close at 6:00 pm. However, the ice cream store stays open until 10:00, and the restaurants serve until 10:00 on weekdays, mdinight on Friday and Saturday. The clothing and shoe stores all stay open until 9:00 pm on Monday and Friday.

The neighborhood east of Park Avenue and north of Jefferson is made up of small apartment buildings. The neighborhood between Park Avenue and Center Street north of Jefferson is made up of townhouses.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 3

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Main Street is fairly heavy at all times, increasing somewhat during morning and evening rush hours. Foot traffic is fairly heavy between the supermarket and the row of shops on the other side of Location 3. Otherwise, there is little foot traffic on the street.

All of the nearby stores are busy throughout the day. The supermarket stays open until 9:00 pm, while the other 3 stores close at 6:00 pm.

The neighborhood west of Stevens Land and north of Washington is made up of single-family houses with large yards. Between Stevens Lane and Center Street north of Washington there are high rise apartment buildings. The neighborhood south of Main Street and west of Center Street is made up entirely of single-family houses with small yards. There are also houses with small yards between Main Street and Washington west of Honeycutt Avenue.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 4

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Center Street is moderately heavy at all times, increasing somewhat during the morning and evening rush hours. Foot traffic is moderate at all times.

The barber and beauty shops usually have at least 2 customers, the typewriter shop is often empty, and the tavern does most of its business late at night. The barber and beauty shops both close at 5:00 and the typewriter shop at 5:30.

The neighborhood west of High Street is made up of single-family houses with small yards. East of Park Avenue there are rowhouses, small apartment buildings, and single-family houses with small yards.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 5

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the location several times, you notice the following: Foot and automobile traffic is light on both Smith Street and Pine, except at the beginning and end of the school day and during the noon hour.

At lunchtime there are many high school students in the supermarket and drug store on Park Avenue. At other times of the day, the supermarket and drug store on Park Avenue seem moderately busy.

The supermarket and drug store on Park Ave. both close at 7:00 pm, except on Friday, when they stay open until 9:00.

The neighborhood east of Bartlett Street and south of Maple is made up of single-family houses with small yards. East of Bartlett Street and north of Maple there are small apartment buildings.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 6

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Washington is moderate at most times and heavy during the morning rush hour. Foot traffic is moderate to heavy within Location 6's small shopping center.

The stores do most of their business on Saturdays. During the week the grocery store is busiest in the late afternoon and early evening, while the department store does most of its business in the late morning and early afternoon and on Monday and Friday nights when it is open until 9:00.

The grocery store stays open until 10:00 nightly. The pet shop and gift shop close at 6:00, except on Friday when they stay open until 9:00.

The neighborhood north of Adams and east of Park Avenue is made up of small apartment buildings. South of Elm and east of Park there are small apartment buildings, rowhouses, and single-family houses with small yards.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 7

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Center Street is fairly heavy at all times, increasing somewhat during the rush hours. Automobile traffic on Washington is moderate most of the day, but heavy during the morning rush hour. Foot traffic is moderate to heavy on both streets throughout the day.

The stores in the area seem to do the heaviest business during the noon hour and during the evening rush hour. The department store and the clothing and shoe stores on Washington seem busy all day.

Most of the stores in the area close at 6:00. The department store and the clothing and shoe stores close at 9:00 on Mondays and Fridays. The restaurants are open until 10:00 on weekdays and midnight on Fridays and Saturdays.

The neighborhood between Center Street and Park Avenue north of Jefferson is made up of townhouses. Between Center Street and Stevens Lane north of Jefferson there are high rise apartments.

SBSG 1

Starting A Business

Information Sheet

LOCATION #: 8

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the locaiton several times, you observe the following: Automobile traffic is very heavy on Main Street at all times, with traffic frequently backed up from the Freeway during the rush hours. Automobile traffic on Allen Avenue is light to moderate at all times. There is some foot traffic along Allen, but very little on Main.

There is almost never anyone in the pawn shop, the secondhand store, or the laundromat. The bar and grill seems fairly busy in the evening.

The pawn shop and secondhand store are open at irregular hours -- the pawn shop often in the evening. The gas station is open 24 hours a day; the bar and grill stays open very late. The pharmacy closes at 6:00. The grocery store on Washington stays open until 10:00 nightly.

The neighborhood south of Maple and east of Park Avenue is made up of rowhouses and single-family houses with small yards, with a few small apartment buildings

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SBSG 1

Starting A Business

Information Sheet

LOCATION #: 9

SOURCE OF
INFORMATION: Repeated Visits to Location

TIME UNITS: 10

By visiting the location several times, you observe the following: Automobile traffic is light to moderate on Macarthur Road, light on Maple, and moderate to heavy on St. Mary's Parkway at most times. Foot traffic in the area is light to moderate.

The supermarket on Main Street stays open until 9:00 every night.

All parking spaces on the street on both sides of the store are empty each time you visit.

The neighborhood east of High Street as far as Center Street is made up of single-family houses with small yards. North of Main Street and west of Stevens Lane there are mostly single-family houses with large yards.

Facsimiles of Chance Cards

You call the real estate agent and tell her which location you want to rent. She says, "Great! When do you want to take care of the paperwork?"

You call the real estate agent and tell him which location you want to rent. He says, "Fine. Meet me at my office in an hour to sign the lease."

You call the real estate agent and tell him which location you want to rent. He says, "Well, I'm glad we were able to help you find a location. Come in tomorrow and we'll take care of the details."

You call the real estate agent and tell him which location you want to rent. He says, "Finally! I thought you'd never decide. You'd better come in this afternoon to take care of the paperwork."

You call the real estate agent and tell her which location you want to rent. She says, "That's fine. I'm sure you're anxious to get moved in, so we can take care of the paperwork today if you want."

You call the real estate agent and tell her which location you want to rent. She says, "I think you've made a wise choice. When can you come in to sign the lease?"

You call the real estate agent and tell her which location you want to rent. She says, "Okay. I'll bring the lease by for you to sign this evening."

You call the real estate agent and tell him which location you want to rent. He says, "It's yours as soon as you sign the lease."

You call the real estate agent and tell her which location you want to rent. She says, "I'm very sorry, but that location was just rented to someone else an hour ago."

You call the real estate agent and tell him which location you want to rent. He says, "That's too bad. I rented that store to someone else yesterday."

SCORESHEET

Type of Business: ______________________________

Name of Business: ______________________________

Partners' Names: ______________________________

FINANCING		
Personal Resources of Partners	$16,000	
Bank Loan	+ 14,000	
TOTAL STARTING CASH		$30,000
INITIAL COSTS		
Rent and Security Deposit		
One month's rent = _____ x 2 =	________	
Special Renovation Costs:	+ ______	
Insurance:	+ ______	
Advertising: (See Chart below.)	+ ______	
Fixtures and Shop Layout:	+ 5,000	
Initial Inventory:	+ 20,000	
TOTAL INITIAL EXPENDITURES		______
CASH ON HAND (at least $3,000)		______

SALES PROSPECTS SCORE

Source	Score
Location	________ 25-95
Advertising	________ 4-40
TOTAL SCORE:	________

Sales Prospects

Advertising

Investment	Score
$0-49	4
$50-99	8
$100-149	12
$150-199	16
$200-249	20
$250-299	24
$300-349	28
$350-399	32
$400-449	36
$450-500	40

Total Score	Sales Prospects
150 & up	Super
135-149	Excellent
----------------	----------------
120-134	Very Good
105-119	Good
90-104	Fair
89 & Below	Poor

ADMINISTRATOR'S TALLY SHEET

Type of Business: ____________________________

Name of Business: ____________________________

Partners' Names: ____________________________

Total Time Units Used: ____________

Locations Selected ____________ ____________ ____________
First Choice Second Choice Third Choice

Location #	1	2	3	4	5	6	7	8	9	Total
Real Estate Agent	1	1	1	1	1	1	1	1	1	
Drive Past Location	2	2	2	2	2	2	2	2	2	
Personal Inspection of Building	4	4	4	4	4	4	4	4	4	
Walking Tour of Neighborhood	4	4	4	4	4	4	4	4	4	
City Planning Office	4	4	4	4	4	4	4	4	4	
Visit with Former Tenant	8	8	8	8	8	8	8	8	8	
Visits with Neighbors	10	10	10	10	10	10	10	10	10	
Repeated Visits to Location	10	10	10	10	10	10	10	10	10	

Set of 4 Chamber of Commerce maps __8__ TIME UNITS

TIME UNITS USED:

160	159	158	157	156	155	154	153	152	151	150	149	148	147	146
145	144	143	142	141	140	139	138	137	136	135	134	133	132	131
130	129	128	127	126	125	124	123	122	121	120	119	118	117	116
115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
100	99	98	97	96	95	94	93	92	91	90	89	88	87	86
85	84	83	82	81	80	79	78	77	76	75	74	73	72	71
70	69	68	67	66	65	64	63	62	61	60	59	58	57	56
55	54	53	52	51	50	49	48	47	46	45	44	43	42	41
40	39	38	37	36	35	34	33	32	31	30	29	28	27	26
25	24	23	22	21	20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1					

SBSG 1
Starting A Business

FACSIMILES OF COST CARDS

BUSINESS: Convenience Food Store
LOCATION: 1
SCORE: 50 points
RENT: $500 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Hardware Store
LOCATION: 1
SCORE: 70 points
RENT: $500 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Pharmacy
LOCATION: 1
SCORE: 60 points
RENT: $500 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Convenience Food Store
LOCATION: 2
SCORE: 60 points
RENT: $350 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Hardware Store
LOCATION: 2
SCORE: 45 points
RENT: $350 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Pharmacy
LOCATION: 2
SCORE: 95 points
RENT: $350 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Convenience Food Store
LOCATION: 3
SCORE: 40 points
RENT: $375 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $200

BUSINESS: Hardware Store
LOCATION: 3
SCORE: 95 points
RENT: $375 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $200

BUSINESS: Pharmacy
LOCATION: 2
SCORE: 85 points
RENT: $375 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $200

SBSG 1

Starting A Business

FACSIMILES OF COST CARDS (CONT.)

BUSINESS: Convenience Food Store
LOCATION: 4
SCORE: 85 points
RENT: $300 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Hardware Store
LOCATION: 4
SCORE: 60 points
RENT: $300 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Pharmacy
LOCATION: 4
SCORE: 40 points
RENT: $300 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300

BUSINESS: Convenience Food Store
LOCATION: 5
SCORE: 70 points
RENT: $200 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
New Floor	250
	$500

INSURANCE: $300

BUSINESS: Hardware Store
LOCATION: 5
SCORE: 35 points
RENT: $200 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
New Floor	250
	$500

INSURANCE: $300

BUSINESS: Pharmacy
LOCATION: 5
SCORE: 35 points
RENT: $200 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
New Floor	250
	$500

INSURANCE: $300

BUSINESS: Convenience Food Store
LOCATION: 6
SCORE: 35 points
RENT: $350 per month
SPECIAL RENOVATION COSTS:

Replastering	$100
Repainting	250
Rewiring	250
	$600

INSURANCE: $300

BUSINESS: Hardware Store
LOCATION: 6
SCORE: 40 points
RENT: $350 per month
SPECIAL RENOVATION COSTS:

Replastering	$100
Repainting	250
	$350

INSURANCE: $300

BUSINESS: Pharmacy
LOCATION: 6
SCORE: 50 points
RENT: $350 per month
SPECIAL RENOVATION COSTS:

Replastering	$100
Repainting	250
Rewiring	250
Plumbing	250
	$850

INSURANCE: $300

FACSIMILES OF COST CARDS (CONT.)

BUSINESS: Convenience Food Store

LOCATION: 7

SCORE: 45 points

RENT: $400 per month

SPECIAL RENOVATION COSTS: None

INSURANCE: $200

BUSINESS: Hardware Store

LOCATION: 7

SCORE: 50 points

RENT: $400 per month

SPECIAL RENOVATION COSTS: None

INSURANCE: $200

BUSINESS: Pharmacy

LOCATION 7

SCORE: 70 points

RENT: $400 per month

SPECIAL RENOVATION COSTS: None

INSURANCE: $200

BUSINESS: Convenience Food Store

LOCATION: 8

SCORE: 25 points

	Location 8 alone	With store next door
RENT:	$200	$ 290
SPECIAL RENOVATION COSTS:		
New Windows	$100	$ 100
Exterminator	100	100
Rewiring	250	250
Repainting	250	350
Replastering	100	100
Remodeling	0	500
	$800	$1400
INSURANCE:	$400	$ 400

BUSINESS: Hardware Store

LOCATION: 8

SCORE: 25 points

	Location 8 alone	With store next door
RENT:	$200	$ 290
SPECIAL RENOVATION COSTS:		
New Windows	$100	$ 100
Exterminator	100	100
Rewiring	250	250
Repainting	250	350
Replastering	100	100
Remodeling	0	500
	$800	$1400
INSURANCE:	$400	$ 400

BUSINESS: Pharmacy

LOCATION: 8

SCORE: 25 points

	Location8 alone	With store next door
RENT:	$200	$ 290
SPECIAL RENOVATION COSTS:		
New Windows	$100	$ 100
Exterminator	100	100
Rewiring	250	250
Repainting	250	350
Replastering	100	100
Remodeling	0	500
Plumbing	250	250
	$1050	$1650
INSURANCE:	$ 400	$ 400

BUSINESS: Convenience Food Store

LOCATION: 9

SCORE: 95 points

RENT: $350 per month

SPECIAL RENOVATION COSTS:

Repainting	$250
Window	100
Replastering	100
	$450

INSURANCE: $300

BUSINESS: Hardware Store

LOCATION: 9

SCORE: 85 points

RENT: $350 per month

SPECIAL RENOVATION COSTS:

Repainting	$250
Window	100
Replastering	100
	$450

INSURANCE: $300

BUSINESS: Pharmacy

LOCATION: 9

SCORE: 45 points

RENT: $350 per month

SPECIAL RENOVATION COSTS:

Repainting	$250
Window	100
Replastering	100
Plumbing	250
	$700

INSURANCE: $300

BUSINESS PROFILE: CONVENIENCE FOOD STORE

By now you have chosen a business, found a location for it, set it up, and done the first advertising to let people know about you. You are almost ready to open your doors.

Of course, before you open you have to have things to sell. Your store will stock the following items:

Inventory

Canned and Packaged Goods (includes bottled drinks, canned fruits, vegetables, and meats, all food that doesn't spoil)	1200 units
Fresh Foods (includes fruits, vegetables, meats, and dairy products that do spoil if not sold quickly)	350 units
Non-Food Items (includes newspapers, magazines, toys, etc.)	450 units
Total Inventory	2000 units

Each unit is $10.00 worth of an item. Since you have a total of 2000 units of inventory, you have a total of $20,000 worth of inventory.

Before you can start selling, you need to set prices for your three items. The price you set is very important. In general, the lower the price, the more people will buy; but you will make less profit on each unit you sell. The higher the price, the less you will sell; but you will make more profit on each unit you sell. The best price always lies somewhere between very high and very low. Some items in some stores are sold for $10.50 per ten dollar unit. This would be a very low price. Some items in other stores go for as much as $21.00 per ten dollar unit. The best price for one item may be very different from the best price for another.

In this part of the game, you will get a chance to try out different prices for your different items to find out what is the best price for each. You will set a price for each item, find out how much you sold, and then restock your inventory to sell again. The idea here is to try a wide range of prices to find the best one so that you can make as much money as possible on each item you stock. At the end of the game, there will be two winners: the partnership with the most money, and the partnership with the highest Sales Prospects Score.

BUSINESS PROFILE: PHARMACY

By now you have chosen a business, found a location for it, set it up, and done the first advertising to let people know about you. You are almost ready to open your doors.

Of course, before you open you have to have things to sell. Your store will stock the following items:

Inventory

Prescription Drugs	800 units
Health and Beauty Aids (includes non-prescription drugs, shampoo, cosmetics, etc.)	650 units
Non-Drug Items (includes tobacco, candy, newspapers & magazines, school supplies, etc.)	550 units
Total Inventory	2000 units

Each unit is worth $10.00 worth of an item. Since you have a total of 2000 units of inventory, you have a total of $20,000 worth of inventory.

Before you can start selling, you need to set prices for your items. The price you set is important. In general, the lower the price, the more people will buy; but you will make less profit on each unit you sell. The higher the price, the less you will sell; but you will make more profit on each unit you sell. The best price always lies somewhere between very high and very low. Some units in some stores are sold for $10.50 per ten dollar unit. This would be a very low price. Some items in other stores go for as much as $21.00 per ten dollar unit. The best price for one item may be very different from the best price for another.

In each part of the game, you will get a chance to try out different prices for your different items to find out what is the best price for each. You will set a price for each item, find out how much you sold, and then restock your inventory to sell again. The idea here is to try a wide range of prices to find the best one so that you can make as much money as possible on each item you stock. At the end of the game there will be two winners: the partnership with the most money, and the partnership with the highest Sales Prospects Score.

BUSINESS PROFILE: HARDWARE STORE

By now you have chosen a business, found a location for it, set it up, and done the first advertising to let people know about you. You are almost ready to open your doors.

Of course, before you open you have to have things to sell. Your store will stock the following items:

Inventory

Hand and Power Tools (includes hammers, wrenches, lawnmowers, power saws, etc.)	700 units
Paint and Hardware (includes glass, plumbing and electrical supplies, brushes, nails and screws, etc.)	800 units
House and Garden Supplies (includes cookware, appliances, garden tools, fertilizer, seeds, etc.)	500 units
Total Inventory	2000 units

Each unit is $10.00 worth of an item. Since you have a total of 2000 units of inventory, you have a total of $20,000 worth of inventory.

Before you can start selling, you need to set prices for your three items. The price you set is very important. In general, the lower the price, the more people will buy; but you will make less profit on each unit you sell. The higher the price, the less you will sell; but you will make more profit on each unit you sell. The best price always lies somewhere between very high and very low. Some items in some stores are sold for $10.50 per ten dollar unit. This would be a very low price. Some items in other stores go for as much as $21.00 per ten dollar unit. The best price for one item may be very different from the best price for another.

In this part of the game, you will get a chance to try out different prices for your different items to find out what is the best price for each. You will set a price for each item, find out how much you sold, and then restock your inventory to sell again. The idea here is to try a wide range of prices to find the best one so that you can make as much money as possible on each item you stock. At the end of the game, there will be two winners: the partnership with the most money, and the partnership with the highest Sales Prospect Score.

WEEKLY SALES RECORD

Business Name ______________ Month # __________________

Partners' Names _____________ Sales Prospects ___________

____

Directions for filling out Weekly Sales Records

1. Fill in the Names of your three items.
2. Decide on a Selling Price for each item and put it in the Selling Price space for the item.
3. Find out what your Sales were this week for each item: Tell the Administrator your type of business, sales prospects, the week number, and the selling price you chose for each of your three items; the Administrator will tell you how many units of each item you sold.
4. Fill in your sales for each item.
5. Figure out Gross Sales for each item: Multiply the Selling Price by the sales.
6. Replace the Inventory of each item you sold and figure out the Cost of Inventory: Multiply the Cost per Unit ($10) by the sales.
7. Figure out Gross Margin for each item: Subtract the Cost of Inventory from Gross Sales.
8. Figure out the Total Week's Gross Margin: Add the Gross Margins of your three items.

Week # 1

Item 1: _________________________

_____________ X _____ = _____________ Gross Sales

Selling Price Sales -minus-

$10.00 X _____ = _____________ Cost of Inventory

Cost per Unit Sales -equals-

_____________ Gross Margin ___________

Item 2: ______________________________

______________ X ______ = ______________ Gross Sales
Selling Price Sales -minus-

$10.00 X ______ = ______________ Cost of Inventory
Cost per Unit Sales -equals-

______________ Gross Margin ____________

Item 3: ______________________________

______________ X ______ = ______________ Gross Sales
Selling Price Sales -minus-

$10.00 X ______ = ______________ Cost of Inventory
Cost per Unit Sales -equals-

______________ Gross Margin ____________

Total Week's Gross Margin ____________

____

Week #2

Item 1: ______________________________

______________ X ______ = ______________ Gross Sales
Selling Price Sales -minus-

$10.00 X ______ = ______________ Cost of Inventory
Cost per Unit Sales -equals-

______________ Gross Margin ____________

Item 2: ______________________________

____________ X _____ = _____________ Gross Sales
Selling Price Sales -minus-

$10.00 X _____ = _____________ Cost of Inventory
Cost per Unit Sales -equals-

_____________ Gross Margin _______

Item 3: ______________________________

____________ X _____ = _____________ Gross Sales
Selling Price Sales -minus-

$10.00 X _____ = _____________ Cost of Inventory
Cost per Unit Sales -equals-

_____________ Gross Margin _______

Total Week's Gross Margin _______

Week # 3

Item 1: ___________________________

____________ X _____ = __________ Gross Sales
Selling Price Sales -minus-

$10.00 X _____ = __________ Cost of Inventory
Cost per Unit Sales -equals-

__________ Gross Margin _________

Item 2: ______________________________

____________ X ______ = ____________ Gross Sales

Selling Price Sales -minus-

$10.00 X ______ = ____________ Cost of Inventory

Cost per Unit Sales -equals-

____________ Gross Margin ______

Item 3: ______________________________

____________ X ______ = ____________ Gross Sales

Selling Price Sales -minus-

$10.00 X ______ = ____________ Cost of Inventory

Cost per Unit Sales -equals-

____________ Gross Margin ______

Total Week's Gross Margin ______

Week # 4

Item 1: ______________________________

____________ X ______ = ____________ Gross Sales

Selling Price Sales -minus-

$10.00 X ______ = ____________ Cost of Inventory

Cost per Unit Sales -equals-

____________ Gross Margin ______

Item 2: ________________________________

________________ X ______ = ____________________ Gross Sales
Selling Price Sales -minus-

$10.00 X ______ = ____________________ Cost of Inventory
Cost per Unit Sales -equals-

____________________ Gross Margin ________

Item 3: ________________________________

________________ X ______ = ____________________ Gross Sales
Selling Price Sales -minus-

$10.00 X ______ = ____________________ Cost of Inventory
Cost per Unit Sales -equals-

____________________ Gross Margin ________

Total Week's Gross Margin ______

MONTHLY PROFIT AND LOSS STATEMENT

Type of Business ____________________ Month # ________________

Business Name ____________________ Cash Reserve ____________

Partners' Names ____________________ Sales Prospects Score ____

Directions for filling out Monthly P and L Statement:

1. Fill in Weekly Gross Margins from Weekly Sales Records.
2. Add to get Total Gross Margin for the month.
3. Fill in your Rent.
4. Decide on amount to spend on Advertising.
5. Add Expenses to get Total Expenses.
6. Subtract Total Expenses from Total Gross Margin to get Net Profit or Loss.
7. Find new Cash on Hand.
8. Figure out New Sales Prospects Score.
9. Use Sales Prospects Chart to find New Sales Prospects.

Sales Prospects Chart

Sales Prospects Score	Sales Prospects
150 & up	Super
135-149	Excellent
120-134	Very Good
105-119	Good
90-104	Fair
89 & below	Poor

Advertising Chart

Amount Spent on Advertising	Effect on Sales Prospects Score
0-$24	-2
$25-$49	0
$50-$74	+2
$75-$99	+4
$100-$124	+6
$125-$149	+7
$150-$174	+8
$175-$199	+9
$200 or more	+10

Weekly Gross Margins

Week 1 ____________________

Week 2 ____________________

Week 3 ____________________

Week 4 ____________________

Total Gross Margins ________________

Expenses

Fixed Costs ________________

Rent ________________

Advertising ________________

Total Expenses ________________

Net Profit or Loss (Gross Margins - Expenses) __________

Cash on Hand ________________

Net Profit or Loss
(Add Profit, Subtract Loss) ________________

New Cash on Hand ________________

Sales Prospects Score This Month ____________

Effect of Advertising on Sales
Prospects Score (See Chart) + ____________

New Sales Prospects Score = ____________

New Sales Prospects (See Chart) ________________

DIRECTIONS FOR USING THE SALES CHARTS

Add or subtract the following from the sales for each item:

Month 1: Week 1: Add 1
Week 2: Subtract 1
Week 3: Add 2
Week 4: 0

Month 2: Week 1: Subtract 1
Week 2: Add 1
Week 3: Add 2
Week 4: 0

Month 3: Week 1: Add 2
Week 2: 0
Week 3: Subtract 1
Week 4: Add 1

Sales Chart: Convenience Food Store

Sales Prospects:	Poor			Fair			Good		
Selling Price	Canned and Packaged Goods	Fresh Foods	Non-Foods	Canned and Packaged Goods	Fresh Foods	Non-Foods	Canned and Packaged Goods	Fresh Foods	Non-Foods
$10.50	270	100	130	285	106	140	300	112	150
$11.00	231	76	104	238	80	110	245	84	116
$11.50	188	58	82	193	61	86	198	64	90
$12.00	156	47	66	159	49	69	162	51	72
$12.50	126	39	54	129	41	57	132	43	60
$13.00	99	33	47	102	35	49	105	37	51
$13.50	81	29	41	84	31	43	87	33	45
$14.00	66	26	35	69	28	37	72	30	39
$14.50	54	23	29	57	25	32	60	27	34
$15.00	47	20	25	49	22	27	51	24	29
$15.50	38	17	21	40	19	23	42	21	25
$16.00	29	14	18	31	16	20	34	18	22
$16.50	24	12	15	26	14	17	28	16	19
$17.00	19	11	13	21	12	15	23	14	17
$17.50	15	10	12	17	11	13	19	12	15
$18.00	11	9	11	13	10	12	15	11	13
$18.50	8	8	10	10	9	11	12	10	12
$19.00	6	7	9	7	8	10	9	9	11
$19.50	5	6	8	6	7	9	7	8	10
$20.00	4	5	7	5	6	8	5	7	9
$20.50	3	4	6	4	5	7	4	6	8
$21.00	2	3	5	3	4	6	3	5	7
$21.50	1	2	4	2	3	5	2	4	6
$22.00	0	2	3	1	2	4	1	3	5
$22.50	0	1	2	0	2	3	1	2	4
$23.00	0	1	1	0	1	2	0	2	3
$23.50	0	1	1	0	1	1	0	1	2

SBSG 1
Running A Business

Sales Chart: Convenience Food Store

Sales Prospects:	Very Good			Excellent			Super		
Selling Price	Canned and Packaged Goods	Fresh Foods	Non-Foods	Canned and Packaged Goods	Fresh Foods	Non-Foods	Canned and Packaged Goods	Fresh Foods	Non-Foods
$10.50	315	118	160	330	124	170	345	130	180
$11.00	252	88	122	259	92	128	266	96	134
$11.50	203	67	94	207	70	98	211	73	102
$12.00	165	53	75	168	55	78	171	57	81
$12.50	135	45	63	138	47	66	141	49	69
$13.00	108	39	53	111	41	55	114	43	57
$13.50	90	35	47	93	37	49	96	39	51
$14.00	75	32	41	78	34	43	81	36	45
$14.50	63	29	36	66	31	38	69	33	40
$15.00	53	26	31	55	28	33	57	30	35
$15.50	44	23	27	46	25	29	48	27	31
$16.00	36	20	24	38	22	26	40	24	28
$16.50	30	18	21	32	20	23	34	22	25
$17.00	25	16	19	27	18	21	29	20	23
$17.50	21	14	17	23	16	19	25	18	21
$18.00	17	12	15	19	14	17	21	16	19
$18.50	14	11	13	16	12	15	18	14	17
$19.00	11	10	12	13	11	13	15	12	15
$19.50	9	9	11	11	10	12	13	11	13
$20.00	7	8	10	9	9	11	11	10	12
$20.50	5	7	9	7	8	10	9	9	11
$21.00	4	6	8	5	7	9	7	8	10
$21.50	3	5	7	3	6	8	5	7	9
$22.00	2	4	6	2	5	7	3	6	8
$22.50	1	3	5	2	4	6	2	5	7
$23.00	1	2	4	1	3	5	2	4	6
$23.50	0	1	3	1	2	4	1	3	5

SBSG 1
Running A Business

Sales Chart: Hardware Store

Sales Prospects:	Poor			Fair			Good		
Selling Price	Hand and Power Tools	Paint & Hardware	House & Garden Supplies	Hand and Power Tools	Paint & Hardware	House & Garden Supplies	Hand and Power Tools	Paint & Hardware	House & Garden Supplies
$10.50	134	114	108	144	124	116	154	134	124
$11.00	107	92	81	115	100	87	123	108	93
$11.50	87	78	62	92	83	66	97	88	70
$12.00	78	66	49	82	70	52	86	74	55
$12.50	68	56	40	72	60	42	76	64	44
$13.00	60	53	34	64	55	36	68	57	38
$13.50	56	48	28	59	50	30	62	52	32
$14.00	51	43	23	54	45	25	57	47	27
$14.50	49	38	19	51	40	21	53	42	23
$15.00	45	33	16	47	35	18	49	37	20
$15.50	42	29	13	44	31	15	46	33	17
$16.00	39	25	11	41	27	13	43	29	15
$16.50	36	22	10	38	24	11	40	26	13
$17.00	33	19	9	35	21	10	37	23	11
$17.50	30	17	8	32	19	9	34	21	10
$18.00	28	15	7	29	17	8	31	19	9
$18.50	26	14	6	27	15	7	29	17	8
$19.00	24	13	5	25	14	6	27	15	7
$19.50	22	12	4	23	13	5	25	14	6
$20.00	20	11	3	21	12	4	23	13	5
$20.50	19	10	3	20	11	3	21	12	4
$21.00	18	9	2	19	10	3	20	11	3
$21.50	17	8	2	18	9	2	19	10	2
$22.00	16	7	2	17	8	2	18	9	2
$22.50	15	6	1	16	7	2	17	8	2
$23.00	14	5	1	15	6	1	16	7	1
$23.50	13	4	1	14	5	1	15	6	1

Sales Chart: Hardware Store

Sales Prospects:	Very Good			Excellent			Super		
Selling Price	Hand and Power Tools	Paint & Hardware	House & Garden Supplies	Hand and Power Tools	Paint & Hardware	House & Garden Supplies	Hand and Power Tools	Paint & Hardware	House & Garden Supplies
$10.50	164	144	134	174	154	144	184	164	154
$11.00	131	116	101	139	124	109	147	132	117
$11.50	102	93	74	107	98	78	112	103	82
$12.00	90	78	58	95	82	61	99	86	64
$12.50	80	68	46	82	72	48	88	76	50
$13.00	72	59	40	75	61	42	79	63	44
$13.50	65	54	34	68	56	36	71	58	38
$14.00	60	49	29	62	51	31	64	53	33
$14.50	55	44	25	57	46	27	59	48	29
$15.00	51	39	22	53	41	24	55	43	26
$15.50	48	35	19	50	37	21	52	39	23
$16.00	45	31	16	47	33	18	49	35	20
$16.50	42	28	14	44	30	15	46	32	17
$17.00	39	25	12	41	27	13	43	29	14
$17.50	36	23	11	38	25	12	40	27	13
$18.00	33	21	10	35	23	11	37	25	12
$18.50	31	19	9	32	21	10	34	23	11
$19.00	29	17	8	30	19	9	32	21	10
$19.50	27	15	7	28	17	8	30	19	9
$20.00	25	14	6	26	15	7	28	17	8
$20.50	23	13	5	24	14	6	26	15	7
$21.00	21	12	4	22	13	5	24	14	6
$21.50	20	11	3	21	12	4	22	13	5
$22.00	19	10	2	20	11	3	21	12	4
$22.50	18	9	2	19	10	2	20	11	3
$23.00	17	8	2	18	9	2	19	10	2
$23.50	16	7	1	17	8	1	18	9	1

Sales Chart: Pharmacy

Sales Prospects:	Poor			Fair			Good		
Selling Price	Prescription Drugs	Health and Beauty Aids	Non-Drugs	Prescription Drugs	Health and Beauty Aids	Non-Drugs	Prescription Drugs	Health and Beauty Aids	Non-Drugs
$10.50	111	143	97	120	153	105	129	163	113
$11.00	105	96	82	111	104	87	117	112	92
$11.50	96	76	71	101	80	74	106	84	77
$12.00	89	60	60	93	63	63	97	66	66
$12.50	82	47	53	85	49	55	88	51	57
$13.00	75	37	46	78	39	48	81	41	50
$13.50	69	29	40	72	31	42	75	33	44
$14.00	64	23	35	67	25	37	70	27	39
$14.50	59	18	30	62	20	32	65	22	34
$15.00	56	14	26	58	16	28	60	18	30
$15.50	51	11	22	53	13	24	55	15	26
$16.00	46	9	19	48	11	21	50	13	23
$16.50	41	8	16	43	9	18	45	11	20
$17.00	37	7	14	39	8	16	41	9	18
$17.50	33	6	12	35	7	14	37	8	16
$18.00	29	5	11	31	6	12	33	7	14
$18.50	27	4	10	28	5	11	30	6	12
$19.00	23	3	9	25	4	10	27	5	11
$19.50	20	3	8	22	3	9	24	4	10
$20.00	18	2	7	20	3	8	22	3	9
$20.50	16	2	6	18	2	7	20	3	8
$21.00	14	2	5	16	2	6	18	2	7
$21.50	13	1	4	14	2	5	16	2	6
$22.00	12	1	3	13	1	4	14	2	5
$22.50	11	1	2	12	1	3	13	1	4
$23.00	10	1	1	11	1	2	12	2	3
$23.50	9	0	1	10	1	1	11	1	2

Sales Chart: Pharmacy

Sales Prospects:	Very Good			Excellent			Super		
Selling Price	Prescription Drugs	Health and Beauty Aids	Non-Drugs	Prescription Drugs	Health and Beauty Aids	Non-Drugs	Prescription Drugs	Health and Beauty Aids	Non-Drugs
$10.50	138	173	121	147	183	129	156	194	137
$11.00	123	120	97	129	128	102	135	136	107
$11.50	111	88	80	116	92	83	121	96	86
$12.00	101	69	69	105	72	72	109	75	75
$12.50	91	53	59	94	55	61	97	57	63
$13.00	84	43	52	87	45	54	90	47	56
$13.50	78	35	46	81	37	48	84	39	51
$14.00	73	29	41	76	31	43	79	33	45
$14.50	68	24	36	71	26	38	74	28	40
$15.00	62	20	32	64	22	34	66	24	36
$15.50	57	17	28	59	19	30	61	21	32
$16.00	52	15	25	54	17	27	56	19	29
$16.50	47	13	22	49	15	24	51	17	26
$17.00	43	11	20	45	13	22	47	15	24
$17.50	39	9	18	41	11	20	43	13	22
$18.00	35	8	16	37	9	18	39	11	20
$18.50	32	7	14	34	8	16	36	9	18
$19.00	29	6	12	31	7	14	33	8	16
$19.50	26	5	11	28	6	12	30	7	14
$20.00	24	4	10	26	5	11	28	6	12
$20.50	22	3	9	24	4	10	26	5	11
$21.00	20	3	8	22	3	9	24	4	10
$21.50	18	2	7	20	3	8	22	3	9
$22.00	16	2	6	18	2	7	20	2	8
$22.50	14	2	5	16	2	6	18	2	7
$23.00	13	1	4	14	2	5	16	2	6
$23.50	12	1	3	13	1	4	14	1	5

Multiplication Table: Selling Price X Sales (1-9 Units)

Selling Price	1	2	3	4	5	6	7	8	9
$10.50	$10.50	$21.00	$31.50	$42.00	$ 52.50	$ 63.00	$ 73.50	$ 84.00	$ 94.50
$11.00	$11.00	$22.00	$33.00	$44.00	$ 55.00	$ 66.00	$ 77.00	$ 88.00	$ 99.00
$11.50	$11.50	$23.00	$34.50	$46.00	$ 57.50	$ 69.00	$ 80.50	$ 92.00	$103.50
$12.00	$12.00	$24.00	$36.00	$48.00	$ 60.00	$ 72.00	$ 84.00	$ 96.00	$108.00
$12.50	$12.50	$25.00	$37.50	$50.00	$ 62.50	$ 75.00	$ 87.50	$100.00	$112.50
$13.00	$13.00	$26.00	$39.00	$52.00	$ 65.00	$ 78.00	$ 91.00	$104.00	$117.00
$13.50	$13.50	$27.00	$40.50	$54.00	$ 67.50	$ 81.00	$ 94.50	$108.00	$121.50
$14.00	$14.00	$28.00	$42.00	$56.00	$ 70.00	$ 84.00	$ 98.00	$112.00	$126.00
$14.50	$14.50	$29.00	$43.50	$58.00	$ 72.50	$ 87.00	$101.50	$116.00	$130.50
$15.00	$15.00	$30.00	$45.00	$60.00	$ 75.00	$ 90.00	$105.00	$120.00	$135.00
$15.50	$15.50	$31.00	$46.50	$62.00	$ 77.50	$ 93.00	$108.50	$124.00	$139.50
$16.00	$16.00	$32.00	$48.00	$64.00	$ 80.00	$ 96.00	$112.00	$128.00	$144.00
$16.50	$16.50	$33.00	$49.50	$66.00	$ 82.50	$ 99.00	$115.50	$132.00	$148.50
$17.00	$17.00	$34.00	$51.00	$68.00	$ 85.00	$102.00	$119.00	$136.00	$153.00
$17.50	$17.50	$35.00	$52.50	$70.00	$ 87.50	$105.00	$122.50	$140.00	$157.50
$18.00	$18.00	$36.00	$54.00	$72.00	$ 90.00	$108.00	$126.00	$144.00	$162.00
$18.50	$18.50	$37.00	$55.50	$74.00	$ 92.50	$111.00	$129.50	$148.00	$166.50
$19.00	$19.00	$38.00	$57.00	$76.00	$ 95.00	$114.00	$133.00	$152.00	$171.00
$19.50	$19.50	$39.00	$58.50	$78.00	$ 97.50	$117.00	$136.50	$156.00	$175.50
$20.00	$20.00	$40.00	$60.00	$80.00	$100.00	$120.00	$140.00	$160.00	$180.00
$20.50	$20.50	$41.00	$61.50	$82.00	$102.50	$123.00	$143.50	$164.00	$184.50
$21.00	$21.00	$42.00	$63.00	$84.00	$105.00	$126.00	$147.00	$168.00	$189.00
$21.50	$21.50	$43.00	$64.50	$86.00	$107.50	$129.00	$150.50	$172.00	$193.50
$22.00	$22.00	$44.00	$66.00	$88.00	$110.00	$132.00	$154.00	$176.00	$198.00
$22.50	$22.50	$45.00	$67.50	$90.00	$112.50	$135.00	$157.50	$180.00	$202.50
$23.00	$23.00	$46.00	$69.00	$92.00	$115.00	$138.00	$161.00	$184.00	$207.00
$23.50	$23.50	$47.00	$70.50	$94.00	$117.50	$141.00	$164.50	$188.00	$211.50

Multiplication Table: Selling Price X Sales (10-90 Units)

Selling Price	10	20	30	40	50	60	70	80	90
$10.50	$105.00	$210.00	$315.00	$420.00	$ 525.00	$ 630.00	$ 735.00	$ 840.00	$ 945.00
$11.00	$110.00	$220.00	$330.00	$440.00	$ 550.00	$ 660.00	$ 770.00	$ 880.00	$ 990.00
$11.50	$115.00	$230.00	$345.00	$460.00	$ 575.00	$ 690.00	$ 805.00	$ 920.00	$1035.00
$12.00	$120.00	$240.00	$360.00	$480.00	$ 600.00	$ 720.00	$ 840.00	$ 960.00	$1080.00
$12.50	$125.00	$250.00	$375.00	$500.00	$ 625.00	$ 750.00	$ 875.00	$1000.00	$1125.00
$13.00	$130.00	$260.00	$390.00	$520.00	$ 650.00	$ 780.00	$ 910.00	$1040.00	$1170.00
$13.50	$135.00	$270.00	$405.00	$540.00	$ 675.00	$ 810.00	$ 945.00	$1080.00	$1215.00
$14.00	$140.00	$280.00	$420.00	$560.00	$ 700.00	$ 840.00	$ 980.00	$1120.00	$1260.00
$14.50	$145.00	$290.00	$435.00	$580.00	$ 725.00	$ 870.00	$1015.00	$1160.00	$1305.00
$15.00	$150.00	$300.00	$450.00	$600.00	$ 750.00	$ 900.00	$1050.00	$1200.00	$1350.00
$15.50	$155.00	$310.00	$465.00	$620.00	$ 775.00	$ 930.00	$1085.00	$1240.00	$1395.00
$16.00	$160.00	$320.00	$480.00	$640.00	$ 800.00	$ 960.00	$1120.00	$1280.00	$1440.00
$16.50	$165.00	$330.00	$495.00	$660.00	$ 825.00	$ 990.00	$1155.00	$1320.00	$1485.00
$17.00	$170.00	$340.00	$510.00	$680.00	$ 850.00	$1020.00	$1190.00	$1360.00	$1530.00
$17.50	$175.00	$350.00	$525.00	$700.00	$ 875.00	$1050.00	$1225.00	$1400.00	$1575.00
$18.00	$180.00	$360.00	$540.00	$720.00	$ 900.00	$1080.00	$1260.00	$1440.00	$1620.00
$18.50	$185.00	$370.00	$555.00	$740.00	$ 925.00	$1110.00	$1295.00	$1480.00	$1665.00
$19.00	$190.00	$380.00	$570.00	$760.00	$ 950.00	$1140.00	$1330.00	$1520.00	$1710.00
$19.50	$195.00	$390.00	$585.00	$780.00	$ 975.00	$1170.00	$1365.00	$1560.00	$1755.00
$20.00	$200.00	$400.00	$600.00	$800.00	$1000.00	$1200.00	$1400.00	$1600.00	$1800.00
$20.50	$205.00	$410.00	$615.00	$820.00	$1025.00	$1230.00	$1435.00	$1640.00	$1845.00
$21.00	$210.00	$420.00	$630.00	$840.00	$1050.00	$1260.00	$1470.00	$1680.00	$1890.00
$21.50	$215.00	$430.00	$645.00	$860.00	$1075.00	$1290.00	$1505.00	$1720.00	$1935.00
$22.00	$220.00	$440.00	$660.00	$880.00	$1100.00	$1320.00	$1540.00	$1760.00	$1980.00
$22.50	$225.00	$450.00	$675.00	$900.00	$1125.00	$1350.00	$1575.00	$1800.00	$2025.00
$23.00	$230.00	$460.00	$690.00	$920.00	$1150.00	$1380.00	$1610.00	$1840.00	$2070.00
$23.50	$235.00	$470.00	$705.00	$940.00	$1175.00	$1410.00	$1645.00	$1880.00	$2115.00

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Running A Business

Multiplication Table: Selling Price X Sales (100-300 Units)

Selling Price	100	200	300
$10.50	$1050.00	$2100.00	$3150.00
$11.00	$1100.00	$2200.00	$3300.00
$11.50	$1150.00	$2300.00	$3450.00
$12.00	$1200.00	$2400.00	$3600.00
$12.50	$1250.00	$2500.00	$3750.00
$13.00	$1300.00	$2600.00	$3900.00
$13.50	$1350.00	$2700.00	$4050.00
$14.00	$1400.00	$2800.00	$4200.00
$14.50	$1450.00	$2900.00	$4350.00
$15.00	$1500.00	$3000.00	$4500.00
$15.50	$1550.00	$3100.00	$4650.00
$16.00	$1600.00	$3200.00	$4800.00
$16.50	$1650.00	$3300.00	$4950.00
$17.00	$1700.00	$3400.00	$5100.00
$17.50	$1750.00	$3500.00	$5250.00
$18.00	$1800.00	$3600.00	$5400.00
$18.50	$1850.00	$3700.00	$5550.00
$19.00	$1900.00	$3800.00	$5700.00
$19.50	$1950.00	$3900.00	$5850.00
$20.00	$2000.00	$4000.00	$6000.00
$20.50	$2050.00	$4100.00	$6150.00
$21.00	$2100.00	$4200.00	$6300.00
$21.50	$2150.00	$4300.00	$6450.00
$22.00	$2200.00	$4400.00	$6600.00
$22.50	$2250.00	$4500.00	$6750.00
$23.00	$2300.00	$4600.00	$6900.00
$23.50	$2350.00	$4700.00	$7050.00

FINAL SCORE SHEET

Type of Business: ______________________________

Name of Business: ______________________________

Partners' Names: ______________________________

PROFITS

Month 1: ________________

Month 2: ________________

Month 3: ________________

NET PROFIT: ____________

LOSSES

Month 1: ________________

Month 2: ________________

Month 3: ________________

NET LOSS: ____________

TOTAL NET PROFIT
OR LOSS: ____________

FINAL SALES PROSPECTS SCORE: ________________

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